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ABSTRACT

The Connecticut Mastery Test is a critical element of the state's efforts to attain educational equity and excellence. The testing program assesses essential skills in mathematics and language arts, including listening, reading, and writing for grades 4, 6, and 8. Student achievement is measured and reported in relation to specific learning objectives (criterion-referenced) that students can reasonably be expected to have mastered by the end of grades 3, 5, and 7. This report provides an overview and summary of the implementation of the grade-6 Connecticut mastery test. In 1991, sixth graders mastered an average 24.7 of the 36 mathematics objectives tested, a slight increase above 1990, and 84.2 percent scored at or above the remedial standard. In language arts, sixth graders mastered an average of 8.1 of 11 objectives tested, representing no change from last year. There were slight improvements in the writing scores, the number of students scoring above the remedial standard in writing, and the number of students scoring above the writing goal. Reading achievement on the Degrees of Reading Power (an average of 57 units) was unchanged from 1990. A comparison of results from 1986 through 1991 is provided. Fourteen charts present test results and comparisons. Twelve appendixes provide supplemental information about testing and scoring. (SLD)

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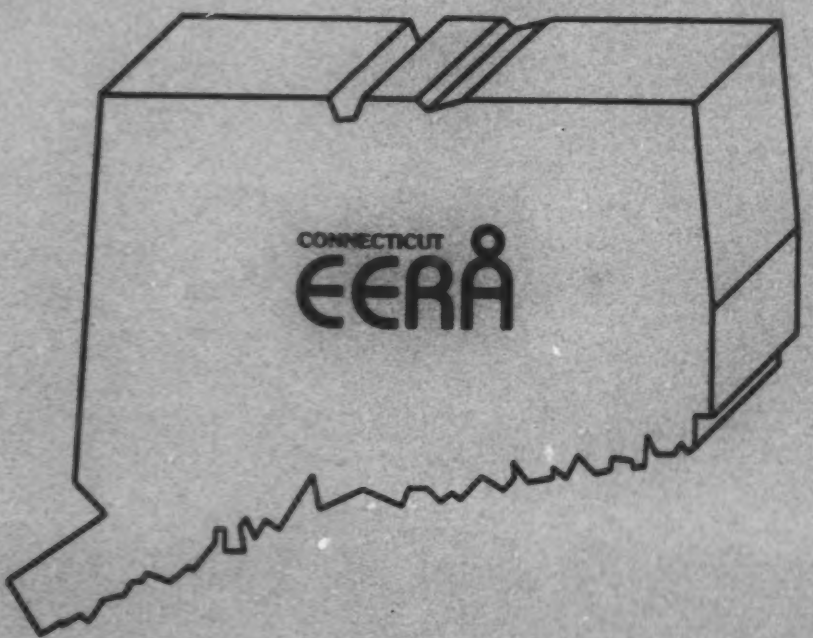
CONNECTICUT EDUCATION EVALUATION AND REMEDIAL ASSISTANCE

GRADE 6 MASTERY TEST RESULTS

SUMMARY AND INTERPRETATIONS 1991–92



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Connecticut
Education Evaluation and Remedial Assistance

GRADE 6 MASTERY TEST RESULTS

SUMMARY AND INTERPRETATIONS: 1991-92

CONNECTICUT STATE DEPARTMENT OF EDUCATION

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LEGISLATIVE BACKGROUND

In June 1984, the General Assembly of the State of Connecticut amended Section 10-14 m-r of the Connecticut General Statutes, an act concerning Education Evaluation and Remedial Assistance (EERA). This law provides that:

- By May 1, 1985, each local or regional board of education shall have developed and submitted for State Board of Education approval, a new plan of educational evaluation and remedial assistance. Each plan had to address the following:
  - the use of student assessment results for instructional improvement;
  - the identification of individual students in need of remedial assistance in language arts/reading and mathematics;
  - the provision of remedial assistance to students with identified needs; and
  - the evaluation of the effectiveness of the instructional programs in language arts/reading and mathematics.
- The State Board of Education shall administer an annual statewide mastery test in language arts/reading and mathematics to all fourth-, sixth- and eighth-grade students, with the following exceptions:
  - Special Education students who are excluded by a Planning and Placement Team (PPT) decision;
  - students who have been enrolled in an "English as a Second Language" program for two years or less; or
  - students enrolled in a Bilingual Program (as defined in Section 10-17e of the Connecticut General Statutes) for two years or less.
- Each student who scores below the statewide remedial standard on one or more parts of the eighth-grade mastery examination shall be retested. These students shall be retested annually, using the eighth-grade mastery test, only in the deficient area(s) until such students score at or above the statewide remedial standard(s).
- Biennially, each local or regional board of education shall submit to the State Board of Education a report which includes indicators of student achievement and instructional improvement.
- On a regularly scheduled basis, the State Board of Education shall complete field assessments of the implementation of local EERA plans.

- On an annual basis, test results and low income data shall be used to determine the distribution of available state funds to support remedial assistance programs.

The purpose of this report is to provide an overview and summary of the implementation of the sixth-grade Connecticut Mastery Test. The mastery test assesses how well each student is performing on those skills identified by content experts and practicing educators as important for students entering sixth grade to have mastered.

The Connecticut Mastery Test is a critical element in Connecticut's agenda to attain educational equity and excellence. The testing program assesses essential skills in mathematics and language arts, including listening, reading and writing, for grades four, six and eight students. Student achievement is measured and reported in relation to specific learning objectives that students reasonably can be expected to have mastered by the end of grades three, five and seven.

The Connecticut Mastery Test provides valuable educational information which can be used to improve instruction and elevate the achievement of Connecticut's students. The test results are reported in a manner that identifies how well each student is succeeding in relation to clearly defined and meaningful standards. It is our hope that educators throughout the state use the results as a tool to gain better understanding of the learning occurring in our classrooms and the ways to increase learning in the future.

Connecticut is committed to an annual cycle of assessment in order to promote:

- the monitoring of individual student achievement;
- the evaluation of instructional program effectiveness;
- educational goal setting; and
- remedial assistance program improvement.

An examination of the results since 1985 reveals many signs of steady, incremental improvement. The general improvement since the start of the program is quite impressive in some areas. Yet the many Connecticut educators who helped to build the program had the foresight to include some very demanding content and standards. Student performance in relation to these expectations reveals that much remains to be done.

As you examine these results, it is our hope that the many stories they tell will prove useful and informative. Department staff are available to facilitate the interpretations and application of these test scores.

Peter Behuniak
Acting Chief
Bureau of Evaluation and Student Assessment

OVERVIEW OF THE MASTERY TESTING PROGRAM

In the spring of 1984, the Connecticut General Assembly amended the Education Evaluation and Remedial Assistance (EERA) legislation to authorize the creation of mastery tests in the basic skill areas of mathematics and language arts, including listening, reading and writing skills. The tests were to be established for grades four, six and eight.

The goals of the mastery testing program are:

- earlier identification of students needing remedial education;
- testing a more comprehensive range of academic skills;
- setting high expectations and standards for student achievement;
- more useful test achievement information about students, schools and districts;
- improved assessment of suitable equal educational opportunities; and
- continual monitoring of students in grades four, six and eight.

The type of test that best addresses these goals is a criterion-referenced test. Criterion-referenced tests are designed to assess the specific skill levels of students. Such tests usually cover relatively small units of content. Their scores have meaning in terms of what each student knows or can do. Test results are used to identify the areas of strengths and weaknesses of each student.

MASTERY TEST CONTENT

The CMT is designed to assess essential language arts/reading, writing and mathematics skills that can reasonably be expected to be mastered by most students by the end of the third, fifth and seventh grades. The specific skills to be tested within these content areas were identified by committees of educators from throughout the state. In addition, surveys were sent to many teachers, administrators and parents to determine the appropriateness of these skills for the Mastery Test. A complete description of the procedures used in the development of the sixth-grade CMT can be found in Appendix A (p. 33).

Mathematics

The Mathematics Advisory Committee recommended a grade six mathematics test that assessed thirty-six (36) specific objectives in four domains: (1) Conceptual Understanding; (2) Computational Skills; (3) Problem Solving/Applications; and (4) Measurement/Geometry. There are four test items per objective for a total of 144 items on the mathematics test. A detailed list of domains and objectives is given in Appendix B (p. 37). Beginning with the fall 1990 administration of the grade six test, two objectives were deleted and two new objectives were added. At the request of the Mathematics Advisory Committee and in response to concerns about the

developmental appropriateness of requiring mastery of abstract fractional computation early in grade six, "adding fractions with like denominators, requiring regrouping," and "adding and subtracting fractions with unlike denominators" were replaced with one conceptual understanding objective involving "conversion between mixed numbers and improper fractions" and one computational skills objective involving "estimation of sums and differences of fractions and mixed numbers."

Language Arts

The Language Arts Advisory Committee recommended a 112-item grade six language arts test that covers two domains: Reading/Listening and Writing/Study Skills. Eleven (11) objectives were recommended by the Language Arts Advisory Committee.

The general content of Reading/Listening consisted of narrative, expository and persuasive passages on a variety of topics measuring a student's ability in: (1) Literal Comprehension; (2) Inferential Comprehension; and (3) Evaluative Comprehension. Audiotapes were used to assess students' listening comprehension ability in: (1) Literal Comprehension and (2) Inferential and Evaluative Comprehension. The Degrees of Reading Power (DRP) test was also used to assess reading. The DRP test included eleven (11) passages and seventy-seven (77) test items. It was designed to measure a student's ability to understand nonfiction English prose at different levels of reading difficulty.

The general content area of Writing/Study Skills consisted of three components. First, there was a writing sample for direct, holistic assessment of student writing. Each student was asked to write a composition on a designated topic. Writing was then judged on a student's demonstrated ability to convey information in a coherent and organized fashion. Second, the mechanics of good writing, which was defined as (1) Capitalization and Punctuation, (2) Spelling, Homonyms and Abbreviations, (3) Agreement and (4) Tone, was assessed in a multiple-choice format. Third, Study Skills was assessed through Locating Information and Note-taking/Outlining. Locating Information (Schedules, Maps, Index and Reference Use and Dictionary Meaning) measured students' ability to find and use information from the sources listed. Note-taking and Outlining tested a student's ability to take notes and report information as well as complete missing outline information. A detailed list with objectives and number of items per objective is given in Appendix C (p. 41).

FUTURE DEVELOPMENT

The Connecticut State Department of Education, in conjunction with content consultants and various CMT advisory committees, has begun the development of the second generation of the CMT. The current CMT is under review to determine which skills are appropriate for inclusion on the new test. In addition, new content areas and other forms of assessment techniques (e.g., performance assessment and short-answer questions) are being considered. It is anticipated that the second generation CMT will be administered for the first time statewide in the fall of 1993. Items for this set of exams were piloted in the fall of 1991 and will be followed by a second pilot in the fall of 1992.

SETTING MASTERY STANDARDS BY OBJECTIVE

The essence of the Connecticut Mastery Test (CMT) is the establishment of a specific mastery standard against which each student's knowledge and competency on each objective can be compared. The mastery test incorporates appropriate and challenging expectations for Connecticut public school students. The goal of the CMT Program is for each student to achieve mastery of all objectives. The objectives being tested were identified as appropriate and reasonable for students at each of the grades tested. These tests are designed to measure a student's performance on these specific objectives.

The process of establishing the mastery standards by objective used a statistical method that required two decisions to be utilized. The first decision defined a student who mastered a particular skill as one who had a 95% chance of correctly answering each item within the objective. The second decision was that the specific standard for each objective would identify 99% of the students who mastered the skill. By applying the two decision rules stated above to a binomial distribution table, mastery standards were established for the 36 mathematics objectives and the 11 language arts objectives.

The mastery standards are as follows:

- In mathematics, for each of the 36 objectives, a student must answer correctly at least 3 out of 4 items.

- In language arts, for the 11 multiple-choice objectives with varying numbers of items, a student must answer correctly the following numbers of items:

	# Items Correct for Mastery
WRITING MECHANICS	
(1) Capitalization & Punctuation	9 out of 12
(2) Spelling	7 out of 9
(3) Agreement	11 out of 15
(4) Tone	3 out of 4
STUDY SKILLS	
(5) Locating Information	8 out of 11
(6) Note-taking and Outlining	3 out of 5
LISTENING COMPREHENSION	
(7) Literal	4 out of 6
(8) Inferential and Evaluative	10 out of 14
READING COMPREHENSION	
(9) Literal	6 out of 8
(10) Inferential	10 out of 14
(11) Evaluative	10 out of 14

No mastery standards were set for the two holistic language arts measures, neither the Degrees of Reading Power (DRP) test nor the Writing Sample, since these measures are not composed of objectives on which mastery could be assessed.

SETTING REMEDIAL (GRANT) STANDARDS

In addition to mastery standards, Section 10-14 m-r of Connecticut General Statutes requires that the Connecticut State Board of Education establish statewide standards for remedial assistance in order to meet two responsibilities:

- to identify and monitor the progress of students in need of remedial assistance in language arts/reading and mathematics as part of the EERA field assessments; and
- to distribute EERA funds based on the number of needy students statewide, as well as for use in the Chapter 2 and Priority School District Grants.

Students who score below the remedial standard(s) are eligible for services provided for in EERA legislation. Remedial standards were established by the State Board of Education acting on the recommendations of committees that represented Connecticut citizens and educators. The standard-setting committees recommended the following remedial standards:

1. In mathematics, a student who answers fewer than 79 of the 144 items (55%) correctly is required to receive further diagnosis by the local school district and, if necessary, to be provided with remedial assistance.
2. In reading, a student whose Degrees of Reading Power (DRP) unit score is lower than 50 is required to receive further diagnosis and, if necessary, to be provided with remedial assistance.
3. In writing, a student receiving a total holistic score less than 4 is required to receive further diagnosis by the local school district and, if necessary, to be provided with remedial assistance.

The mastery and remedial standards were established by the State Board of Education on June 4, 1986. For a detailed explanation of the remedial standard-setting process, see Appendix D (p. 43).

STATEWIDE ACHIEVEMENT GOALS

In addition to mastery and remedial standards, statewide achievement goals have been established in the content areas of mathematics, reading (DRP) and writing. These goals represent high expectations and high levels of achievement for Connecticut public school students.

The achievement goals are as follows:

- In mathematics, all students must master 31 of 36 objectives tested.
- In reading, a student must score a Degrees of Reading Power (DRP) unit score of 56 with 75% comprehension.
- In writing, a student must score a total holistic score of 7 on a scale of 2 to 8.

STUDENT GROWTH OVER TIME

The Connecticut Mastery Test (CMT) Program is designed to provide criterion-referenced information about the level of student mastery of objectives in grades four, six and eight. However, the basic scores reported for the mastery tests do not provide a system for evaluating achievement growth from grade four to grade six to grade eight. This is so because mastery decisions are based on student performance (mastery/non-mastery) on objectives that are unique to grade level. Mastery of objectives cannot be compared directly across grade levels and tests because of the differences in the number of objectives, curriculum content and levels of difficulty. In order to make valid interpretations across grade levels, the mastery test performance must first be linked using a procedure called vertical equating.

Purpose of Vertical Equating

Vertical equating is a psychometric technique for comparing tests at all ability levels. This is accomplished by putting them on a new scale which is common to the tests. Vertical equating is based on two assumptions. The first is that learning is continuous. The second is that instruction in each area is related to increased achievement in that area. These assumptions enable test developers to create a score scale that covers a wide range of content over several grades. The development of these "growth scales" is a common practice and has been used successfully in the development of a variety of achievement test batteries. The purpose of vertical equating is to provide one scale score system which can be used to compare performance across multiple grade levels. This score system enables test users to interpret test score information over time without altering the basic nature of the testing program. This achievement growth can be monitored over time on the basis of student performance on the CMT across grades.

Development of Vertical Scales

In order to develop a vertical scale, performance on the grade four, grade six and grade eight mastery tests was statistically linked. This was accomplished during the 1987 administration of the CMT using representative statewide samples of approximately 5,000 sixth-grade students and approximately 7,000 eighth-grade students. Each group of students at grade six and grade eight was administered the appropriate on-grade level test form of the CMT along with one below-grade level section of the CMT. Specifically, each group of eighth-grade students took the grade eight test as usual and a part of the grade six test. Likewise, each sixth-grade group took the grade six test as usual along with a section of the grade four test. Each sample of students took only one below-level section of the CMT involving approximately one hour of additional testing time. Performance on the below-level items was not counted toward the CMT scores of individual students. For each of these linking samples, item difficulty estimates were obtained for the on-grade and below-grade level items by analyzing all items together as one test. Once items from the on-grade and below-grade level tests were linked, item difficulties from each level of the CMT were adjusted to a common metric to produce the vertical scale.

Vertical scales were established in the content areas of mathematics and the reading comprehension section of the language arts test. For each grade and content area, every correct score corresponds to a specific value on a common score scale (vertical scale). Each of the vertical scales was constructed so that each scale score point represents the same theoretical achievement level whether derived from a score on the grade four test, a score on the grade six test or a score on the grade eight test. This allows valid interpretations of growth across time using tests differing in content, length and item difficulty. All items on the mathematics and reading comprehension tests were used in the development of the vertical scales. The writing and language arts tests were not scaled because of the nature of these assessment processes. The Degrees of Reading Power (DRP) test employs DRP unit scores which are already on a common scale across grades, obviating the need for any other development. (For more information see Congero, W.J., 1989, The Development of Vertical Scales to Enhance the Evaluation of Assessment Data. Paper presented at the annual conference of the National Council of Measurement in Education, San Francisco, CA. This paper is available through the Student Assessment and Testing Unit of the Bureau of Evaluation and Student Assessment.)

Scaled scores can be used to measure growth over time because CMT scores from all three grade levels have been placed on a common scale. These scales provide a means of monitoring students' academic progress from grade to grade. Before the scales were developed, it was difficult to assess the performance of groups of test takers as they moved from grade to grade because of differences in test length, curriculum content covered and levels of difficulty on the fourth-, sixth- and eighth-grade tests.

Since students who took the fourth-grade test in 1988 subsequently took the sixth-grade test in 1990, change in test performance can be assessed across two years' time. Similarly, change in performance can be assessed for 1991 sixth graders who took the grade four test in 1989. A summary of the overall growth in performance for these two groups of students in the content areas of mathematics and reading comprehension can be found on pages 30 and 31, respectively, of this manual. Students who took the fourth-grade test in 1986 subsequently took the sixth-grade test in 1988 and the eighth-grade test in 1990. Similarly, students who took the fourth-grade test in 1987 subsequently took the sixth-grade test in 1989 and the eighth-grade test in 1991. A summary of the overall growth in performance for these groups of students in the content areas of mathematics and reading comprehension can be found in the 1991-92 Grade 8 Summary and Interpretations Manual.

NORMATIVE INFORMATION

The CMT Program is designed to provide detailed information about fourth-, sixth- and eighth-grade students' mastery of specific skills and objectives. The provision of national norms with CMT results is intended to enhance the usefulness and flexibility of mastery test information by offering a bridge to conventional norm-referenced testing programs. The decision to provide normative information with the CMT does not change the essential purposes of our criterion-referenced testing program. The CMT will continue to be used for diagnostic and other instructional purposes with results reported at the student, classroom, school, district and state levels.

In particular, national norms provide greater:

- **Test Economy.** By providing national norms with CMT results, school districts can eliminate their standardized testing programs at these grades, thus saving money and undue testing time while retaining normative data.

- **Test Efficiency.** Federal compensatory programs require the systematic testing of students using instruments that can provide normative information. Because norms are provided with the CMT, school districts will not have to "double test" compensatory program students. This service allows for increased instructional time for these students.

- **Test Interpretability.** Criterion-referenced test (CRT) programs may be criticized because the public has difficulty interpreting CRT performance. National norms will assist in the interpretation of CMT performance by providing a traditional benchmark with which the public is familiar.

Development of Norms

In order to provide estimated national norm-referenced data based on CMT performance, items on the CMT were statistically linked to items on a nationally norm-referenced test (NRT). Content-appropriate items from a nationally normed host test were included on the CMT to provide a common referent to both tests. Test equating procedures were then used to link CMT items with the normed test by placing all the items on a common scale. With this linkage in place, estimates of how the performance of Connecticut students compares to a national sample could be made. The NRT used to accomplish this task was the sixth edition of the Metropolitan Achievement Test (MAT-6), normed in 1986. The equating of the CMT to the MAT-6 enabled group summary scores on the CMT to be interpreted relative to the MAT-6 nationally representative normative data.

The CMT was initially equated to the MAT-6 during the pilot testing phase to investigate the relationship of the test content match between the two tests and the differential nature of the items included on the CMT and MAT-6. In addition, these preliminary data provided a benchmark by which the stability of the link could be monitored over time. The stability issue is monitored each year by readministering MAT-6 items during CMT administrations using representative statewide samples. The comparison of these data with prior information provides the information necessary to identify the instructional effects on student performance over time and to update the CMT/MAT-6 link as appropriate. This monitoring and updating ensures the continued accuracy of the normative estimates.

RESEARCH OPTIONS PROGRAM

The Research Options Program is a free service provided by the Connecticut State Department of Education (CSDE) to help educators and educational policymakers gain access to the extensive information available from the Connecticut Mastery Test (CMT). Participation in the Research Options Program is completely voluntary.

The Research Options Program allows educators and educational policymakers (i.e., superintendents, principals, researchers, evaluators and school board members) to benefit from customized research investigations designed to suit their individual needs or questions. Many school districts have taken advantage of the Research Options Program in previous years to successfully address special local concerns.

The Research Options Program provides a number of ways of examining student achievement, as measured by the CMT. For example, one method is to compare aggregated student test scores obtained from the CMT in two or more categories of interest. Categories might include males and females, special program students compared to non-special program students, or any other comparison. These reports include tables that show the proportion of students mastering each objective, average number of objectives mastered and the achievement indicators for students on each component of the test under consideration. These breakdowns allow district personnel to directly compare the performance of specific groups of students. In addition, graphics are provided, as appropriate, with each report in order to simplify the task of interpreting data.

The Research Options component of the CMT has grown a great deal since the first study was performed on the Connecticut Basic Skills Proficiency Test almost a decade ago. This year, test directors and evaluators in 26 districts took advantage of this valuable resource to address questions of local interest. In addition, statewide programs such as Bilingual Evaluation, Chapter I and School Effectiveness have used the research options to obtain useful information for participants in over 100 districts. [For more information see Mooney, R.F., 1989, The Connecticut Mastery Test Research Options Program: The Application of State Criterion-Referenced Test Reports for Local Research Needs. Paper presented at the annual conference of the National Council of Measurement in Education, San Francisco, CA. See also the Research Options Handbook (1988) provided by the Connecticut State Department of Education. (These references are available through the Student Assessment and Testing Unit of the Bureau of Evaluation and Student Assessment.)]

TEST ADMINISTRATION AND SCORING

The regular administration of the Connecticut Mastery Test (CMT) for 1991 was conducted using Form D during a three-week period commencing on September 23, 1991. Test sessions were conducted by local school district staff under the supervision of local test coordinators who had been trained by staff of the Connecticut State Department of Education (CSDE) and The Psychological Corporation (TPC). A student who took all subtests participated in approximately eight hours of testing.

The Grade 6 Connecticut Mastery Test had eight testing sessions.

- Mathematics I (60 minutes)
- Mathematics II (60 minutes)
- Mathematics III (60 minutes)
- Writing Sample (45 minutes)
- Degrees of Reading Power (70 minutes)
- Reading Comprehension (60 minutes)
- Listening Comprehension (45 minutes)
- Writing Mechanics/Study Skills (60 minutes)

At the conclusion of the make-up testing period, answer booklets were returned to TPC in San Antonio, Texas for optical scanning and scoring, and then organized in preparation for holistic scoring workshops.

Scoring of the Language Arts and Mathematics Tests

The mathematics and language arts multiple-choice tests were machine-scored by TPC. Mathematics scores were reported for the total test as well as for mastery by each objective. Language arts scores were reported for mastery of each objective only.

Scoring of the Writing Sample

Every writing sample was scored by Connecticut educators using a technique known as the holistic scoring method. Holistic scoring is an impressionistic and quick scoring process that rates written products on the basis of their overall quality. It relies upon the scorers' trained understanding of the general features that determine distinct levels of achievement on a scale appropriate to the group of writing pieces being evaluated. All participants received on-site training and were required to demonstrate a clear understanding of the scoring criteria prior to actually scoring student essays. Each paper receives a final score between 2 and 8, where 2 represents a poor paper and 8 represents a superior paper. A thorough description of the training and scoring process, including sample papers representing different holistic scores, is presented in Appendix E (p. 49).

In past years, the Connecticut Mastery Test writing sample was scored exclusively by Connecticut teachers. Following this year's scoring sessions, it was discovered that some of the Connecticut papers had not been scored accurately according to the established holistic scoring criteria. This problem was identified by department staff while conducting routine post-scoring checks. Further examination of the scoring process by department staff and contractors established that a portion of the papers in grades 6 and 8 would need to be rescored. Accordingly, all grade 6 and grade 8 papers were submitted to a validation rescoring by our scoring contractor. This effort succeeded in confirming the accuracy of the initial holistic scores for the large majority of papers. Where a discrepancy was detected, the original scores were corrected to be made consistent with the established criteria.

Analytic Scoring

All papers receiving holistic scores at or below the remedial standard of 4 also received analytic scoring in four categories (traits): focus, organization, support/elaboration and conventions. Analytic scoring is a thorough, trait-by-trait analysis of those components of a writing sample that are considered important to any piece of writing in any context. This scoring procedure can provide a comprehensive picture of a student's writing performance if enough traits are analyzed. It can identify those traits that make a piece of writing effective or ineffective. However, the traits need to be explicit and well defined so that the raters understand and agree upon the basis for making judgments about the writing sample. The analytic rating guide and sample marker papers for the analytic scoring are presented in Appendix F (p. 61).

Scoring of the Degrees of Reading Power (DRP) Test

The DRP multiple-choice test was machine-scored by TPC. The scores reported are in DRP units. These scores identify the difficulty or readability level of prose that a student can comprehend. This makes it possible to match the difficulty of written materials with student ability. These scores can be better interpreted by referring to the readability levels of some general reading materials as shown below:

- Elementary textbooks (grades 5-7) - 45-65 DRP Units
- Personality Section - teen magazines - 55 DRP Units
- Adolescent fiction - 55 DRP Units

A much more extensive list of reading materials is contained and rated in the Readability Report, Seventh Edition, published by The College Board.

The conversion between DRP unit scores and raw scores can be made from the tabled values obtainable through the Student Assessment and Testing Unit of the Bureau of Evaluation and Student Assessment.

SCHOOL DISTRICT TEST RESULTS REPORTING

The CMT school district reports are designed to provide useful and comprehensive test achievement information about districts, schools and students. Four standard test reports are generated to assist superintendents, principals, teachers, parents and students to understand and use criterion-referenced test results. Appendix G (p. 67) presents samples of the district, school, class and parent/student diagnostic score reports.

FALL 1991 STATEWIDE TEST RESULTS

The Grade 6 Connecticut Mastery Test provides a comprehensive evaluation of student performance on specific skills that Connecticut educators feel are important at the beginning of sixth grade. The mastery test's greatest instructional utility lies in its identification of areas of student weakness

and strength. This report profiles the statewide results. Each school district also receives a full complement of reports that identify patterns of academic strength and weakness at the district, school, classroom and individual student levels.

Chart 1 (p. 12) gives a statewide summary of the average number of objectives mastered (mathematics and language arts), average writing and reading scores, the number of students scored, the number of students scoring at or above the remedial standard and goal (where applicable) and the percent of students scoring at or above the remedial standard and goal (where applicable).

The following are highlights of the 1991 Grade 6 CMT results:

MATHEMATICS

- Sixth graders mastered an average of 24.7 of 36 objectives tested, up slightly from last year's figure of 24.6.
- A total of 84.2% of the students scored at or above the remedial standard, down slightly from last year's figure of 84.5%.
- A total of 31.7% of the students scored at or above the mathematics goal, an increase from last year's figure of 30.0%.

LANGUAGE ARTS

- Sixth graders mastered an average of 8.1 of 11 objectives tested, representing no change from last year.

WRITING

- Sixth graders averaged 4.8 on a scale of 2 to 8, up slightly from last year's 4.6.
- A total of 82.2% of the students scored at or above the remedial standard, an increase from last year's figure of 79.7%.
- A total of 12.4% of the students scored at or above the writing goal, an increase from last year's figure of 10%.

READING

- Sixth graders averaged 57 units on the Degrees of Reading Power (DRP) test, representing no change from last year.
- A total of 75.7% of the students scored at or above the remedial standard, down slightly from 76.4% last year.
- A total of 60.1% of the students scored at or above the reading goal, representing a slight increase from last year.

CHART 1
1991 CONNECTICUT MASTERY TEST RESULTS
GRADE 6 STATEWIDE SUMMARY

SUBJECT	AVERAGE NUMBER OF OBJECTIVES MASTERED	NUMBER OF STUDENTS SCORED	STUDENTS AT OR ABOVE REMEDIAL STANDARD*		STUDENTS AT OR ABOVE STATE GOAL**	
			NUMBER	PERCENT	NUMBER	PERCENT
MATHEMATICS	24.7	33,343	28,088	84.2%	10,556	31.7%
LANGUAGE ARTS	8.1	32,940	———	———	———	———
	AVERAGE HOLISTIC SCORE					
WRITING SAMPLE	4.8	33,138	27,234	82.2%	4,100	12.4%
	AVERAGE DRP UNIT SCORE					
READING	57	33,353	25,257	75.7%	20,029	60.1%

* MATHEMATICS REMEDIAL STANDARD = 79 ITEMS CORRECT
WRITING REMEDIAL STANDARD = 4
READING REMEDIAL STANDARD = 50 DRP UNITS

** MATHEMATICS GOAL = 31 OBJECTIVES MASTERED
WRITING GOAL = 7
READING GOAL = 56 DRP UNITS

Mathematics

In mathematics, sixth graders mastered an average of 24.7 objectives, or 68.6%, of the 36 objectives tested. While the state's goal is that all students master every objective, an interim standard (31 of 36 objectives mastered) has been established which represents a high level of mathematics achievement. Chart 2 (p. 15) illustrates that, statewide, students demonstrated strength (85% or more students achieving mastery) in the objectives of ordering whole numbers; identifying place value and using expanded notation; extending patterns with numbers or attributes; computation with whole numbers and money amounts; multiplication/division facts; interpreting graphs, tables and charts; and identifying graphs best fitting given data. However, students did not perform as effectively (fewer than 50% of the students achieving mastery) on objectives of renaming whole numbers by regrouping; converting between mixed numbers and improper fractions; estimating sums/differences of fractions and mixed numbers; solving problems with extraneous information; estimating lengths and areas; and determining areas and perimeters.

There continues to be a consistent pattern throughout the mathematics subtests of student strengths in primarily computational skills and easy one-step applications. These strengths are offset by an equally clear pattern of student weaknesses on higher order objectives involving more than routine conceptual understanding or simple application of skill. For example, students are consistently strong in their ability to recall number facts and compute with whole numbers. However, there is consistent weakness in working with fractions, making estimates and solving problems with extraneous information.

Students getting fewer than 79 questions correct on this 144-question mathematics test (15.8% of the students tested) were identified as needing further diagnosis and possible remedial instruction.

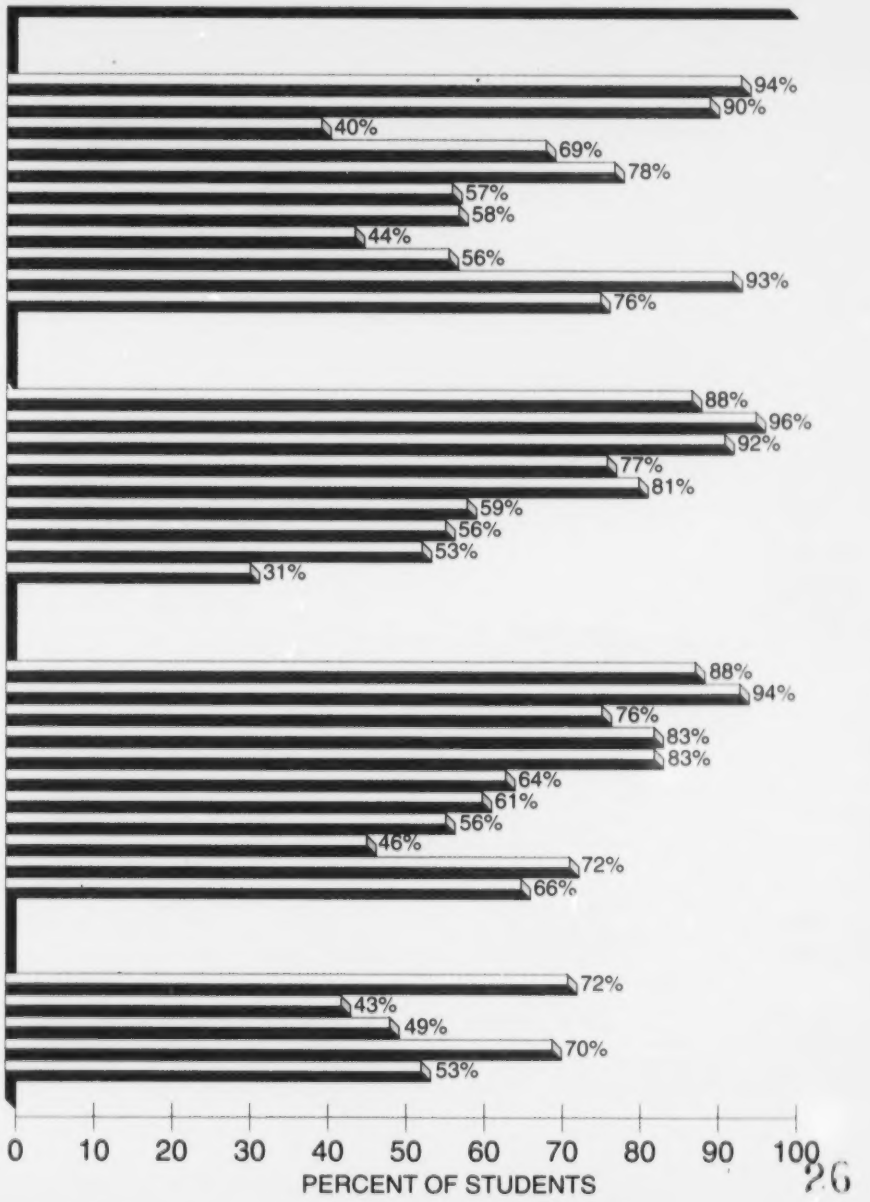
Language Arts

In language arts, sixth-grade students averaged 8.1 objectives, or 73.6% of the 11 objectives tested. The state's goal is that all students master every objective. Chart 3 (p. 16) illustrates that students did reasonably well on study skills and writing mechanics, except for capitalization and punctuation. However, weaknesses were found in reading comprehension and to some extent in listening comprehension. These results indicate that students need to learn more effective comprehension strategies while simultaneously being exposed to a wide variety of reading selections.

In writing, sixth-grade students averaged 4.8 points on a scale of 2 through 8. The state's goal is that all students be able to produce an organized, well-supported piece of writing, that is, a holistic score of 7 or 8. Chart 4 (p. 17) illustrates that 13% of the students produced an organized, well-supported piece of writing (scores of 7 or 8), and an additional 41% produced a paper which is generally well-organized (scores of 5 or 6). A total of 29% of the students scored a 4, which indicates minimally proficient writing, while the remaining 18% scored below the remedial standard (scores of 2 or 3).

In reading (Degrees of Reading Power test), sixth-grade students averaged 57 units on a scale of 15 through 99. The state's goal is that all students be able to read with high comprehension those materials typically used at the sixth grade or above; that is, at least 56 on the DRP unit scale. Chart 5 (p. 18) illustrates that 60% of the students scored at least 56 on the DRP score scale, 16% scored between 50 and 55 and 24% scored below the remedial standard of 50. The average score of 57 suggests that Connecticut sixth graders typically can read and comprehend materials normally used up to grade six. To further improve reading performance, continued emphasis needs to be placed on reading nonfiction materials during the primary and intermediate grades.

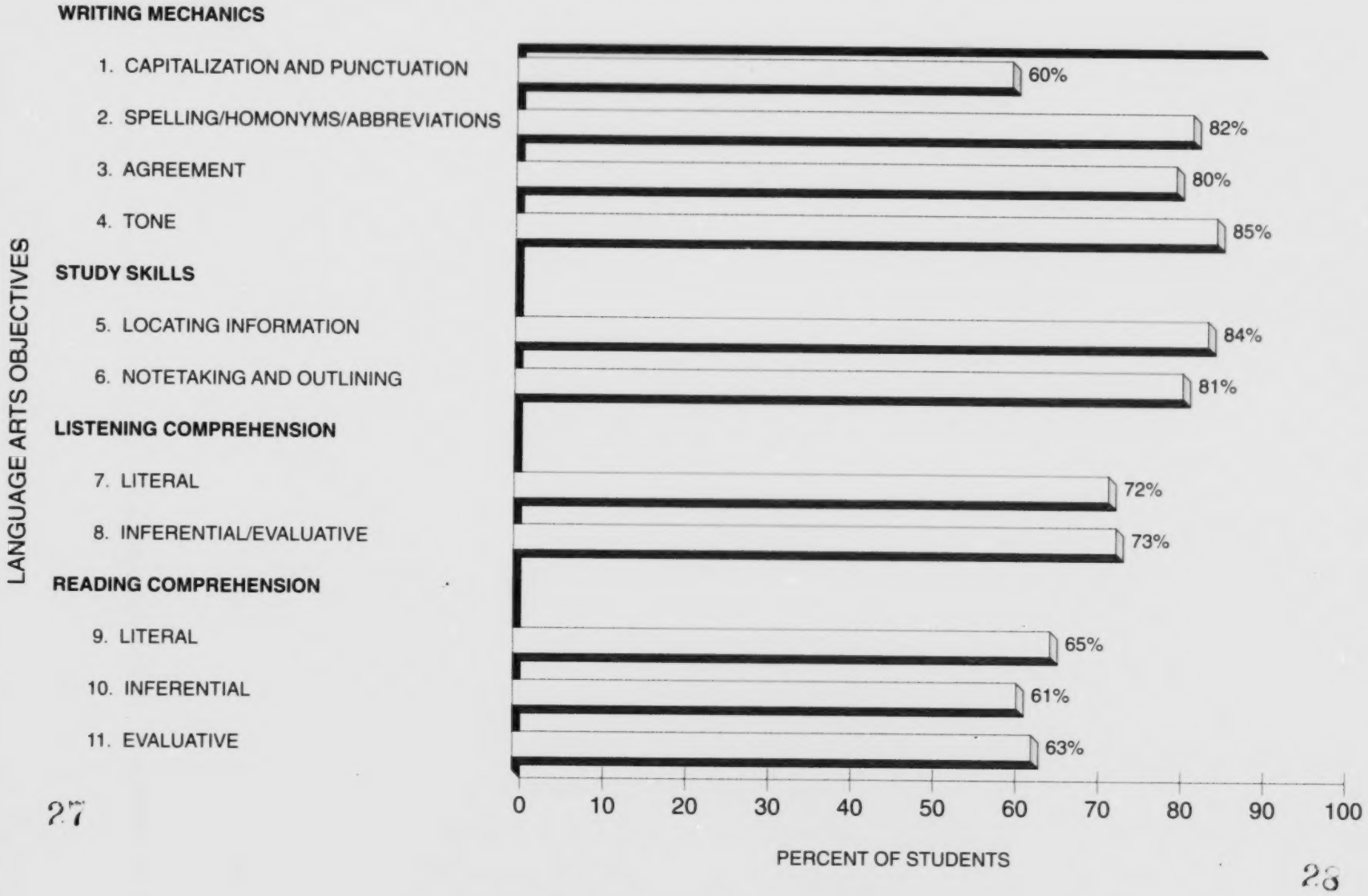
CHART 2
MATHEMATICS: PERCENT OF STUDENTS ACHIEVING MASTERY FOR EACH OBJECTIVE



MATHEMATICS OBJECTIVES

This bar chart illustrates the percent of students, statewide, who mastered each of the 36 mathematics objectives.

CHART 3
LANGUAGE ARTS: PERCENT OF STUDENTS ACHIEVING MASTERY FOR EACH OBJECTIVE

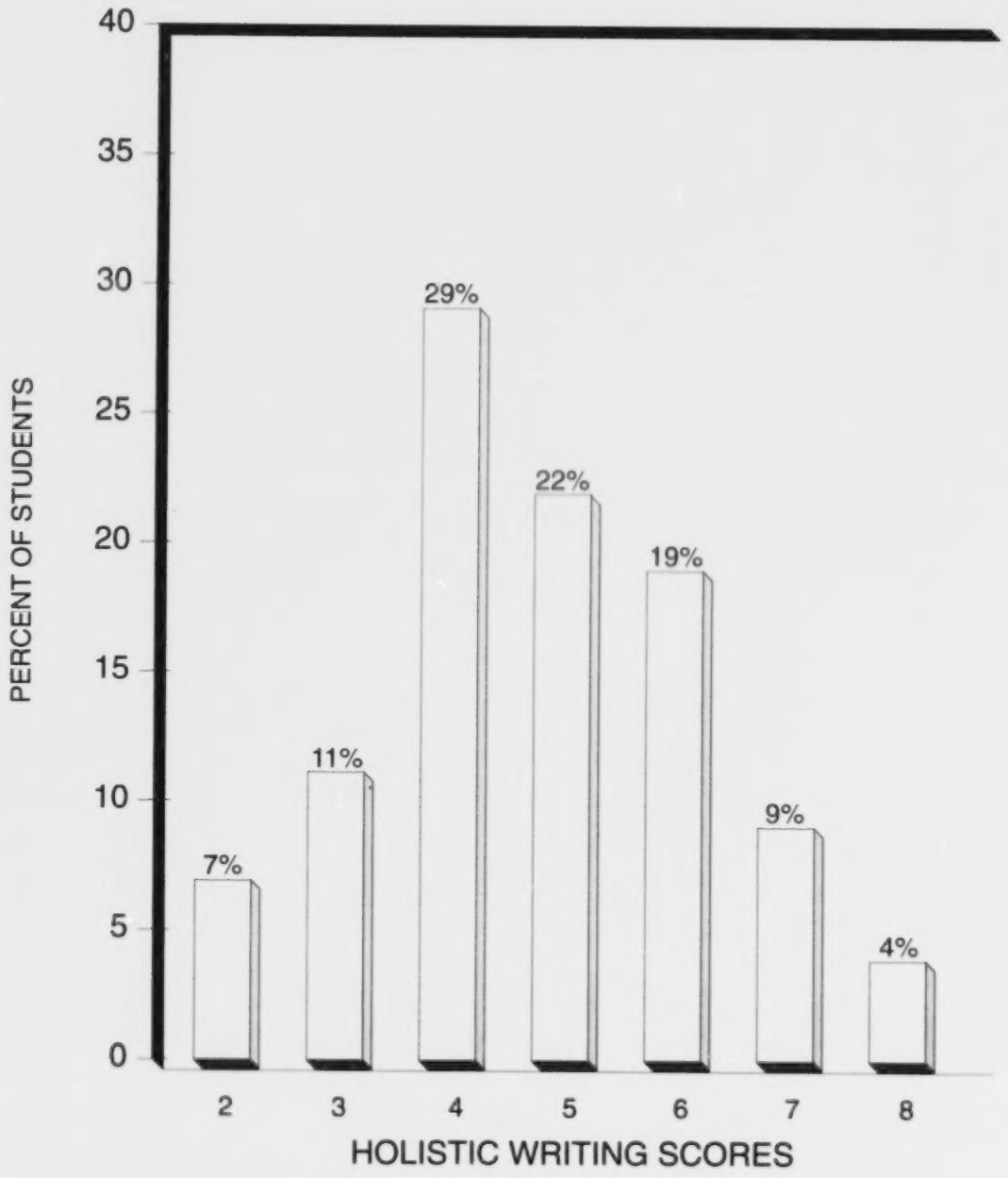


27

28

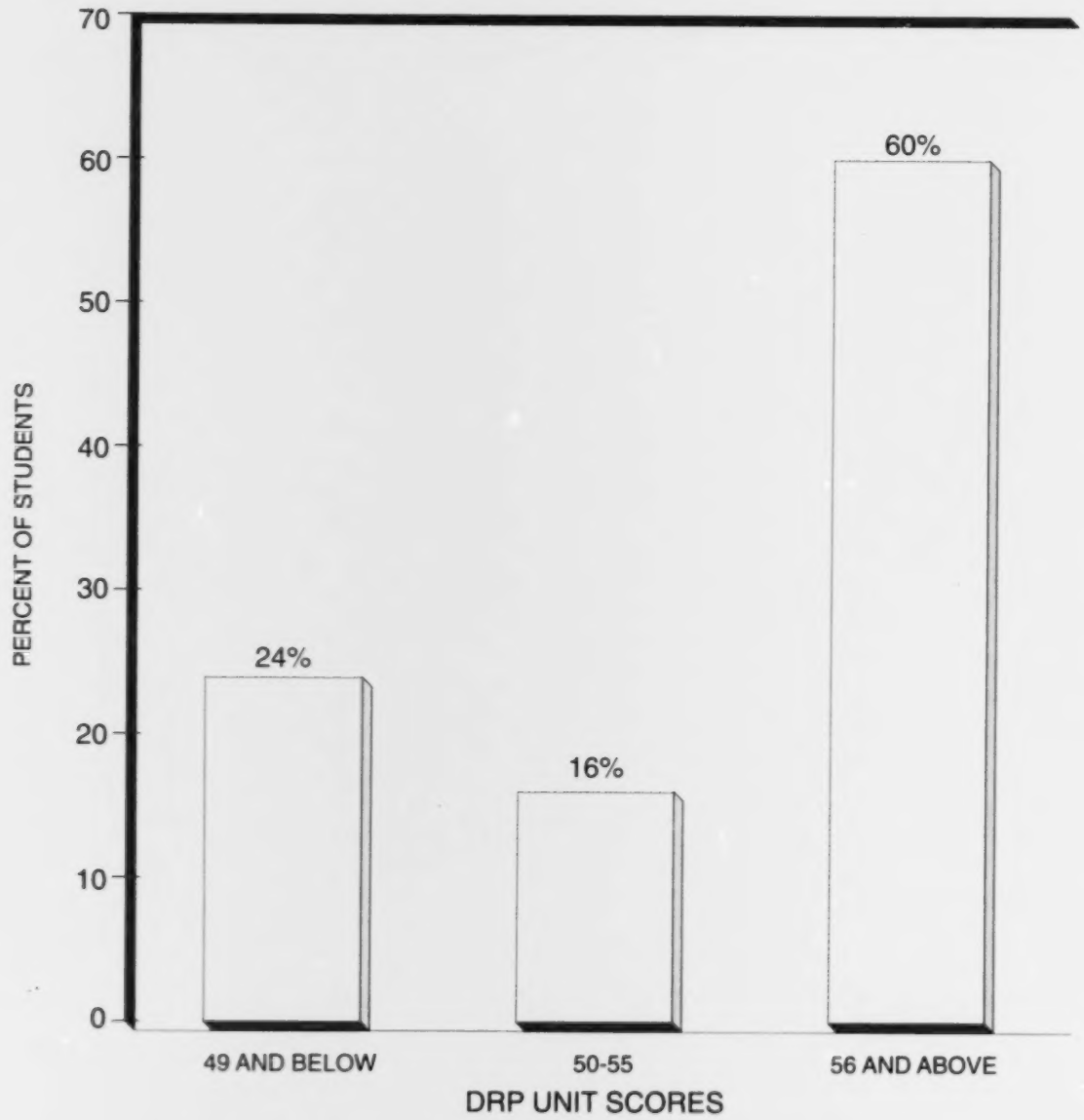
This bar chart illustrates the percent of students, statewide, who mastered each of the eleven language arts objectives.

CHART 4
WRITING SAMPLE:
PERCENT OF STUDENTS AT EACH SCORE POINT



This bar chart illustrates the distribution of students who received each *holistic writing* score, statewide. Holistic writing scores are interpreted as follows: a student who scores 7 or 8 has produced a paper which is well written with developed supportive detail; a student who scores 5 or 6 has produced a paper which is generally well organized with supportive detail; a student who scores 4 is minimally proficient; and a student who scores 2 or 3 is in need of further diagnosis and possible remedial assistance.

CHART 5
DEGREES OF READING POWER® (DRP)®: PERCENT OF STUDENTS AT SELECTED RANGES OF DRP UNIT SCORES



This bar chart illustrates the distribution of students, statewide, scoring in each of three *Degrees of Reading Power* (DRP) score categories. DRP score categories are interpreted as follows: a student who scores 56 DRP units or above has met the statewide Reading Goal and can read, with high comprehension, materials which are typically used at grade 6 or above; a student who scores 50-55 DRP units can read, with high comprehension, materials which are typically used below grade 6 but above the Remedial Standard; and a student who scores 49 DRP units or below is in need of further diagnosis and possible remedial assistance.

COMPARISON OF 1986 THROUGH 1991 TEST RESULTS

Charts 6-12 (pp. 21-27) address the comparison of the 1986 through 1991 test results. Charts 6 (p. 21), 9 (p. 24) and 10 (p. 25) present a comparison of statewide average scores on the four subtests, a comparison of the percent of students scoring at or above the remedial standard, and a comparison of the percent of students scoring at or above the statewide goals, respectively. The remaining four charts provide a comparison of the percent of students achieving mastery in each mathematics objective (Chart 7, p. 22) and each language arts objective (Chart 8, p. 23), a comparison of student achievement in relation to the remedial standards (Chart 11, p. 26), and a comparison of student achievement in relation to the statewide goals (Chart 12, p. 27).

Chart 6 (p. 21) shows that the statewide average scores remained steady or increased slightly in all areas tested, when 1991 results are compared to 1986 results. In mathematics, the average number of objectives mastered increased from 23.1 in the initial 1986 assessment to 24.7 in 1991. Mathematics scores have increased slightly in each of the test administrations indicating a steady, albeit small, positive trend. DRP reading performance has also moved in a positive direction. While the average DRP score was unchanged from 1988 to 1991, there has been a one point increase in other years moving from 55 in 1986 to 57 in 1988. In language arts, the average number of objectives mastered has increased from 7.5 objectives mastered in 1986 to 8.1 mastered in 1991. Student performance on the writing samples showed some progress from 1986 to 1991, with the average holistic score increasing from 4.7 to 4.8.

Chart 7 (p. 22) lists the percent of students at mastery for each of the 36 mathematics objectives. Of the 34 objectives assessed from 1986 to 1990, 22 objectives have shown a gain in percent of students at or above mastery, 7 have declined and 5 are unchanged. Note that 2 objectives were changed in the 1990 assessment (see pp. 1-2). A comparison of the 1991 and 1986 results shows large gains (at least 10 percentage points) in the percent of students meeting the mastery standard in the following objectives: renaming whole numbers by regrouping, rounding whole numbers less than 100,000, multiplying and dividing multiples of 10 and 100 by 10 and 100, finding fractional parts of whole numbers, identifying number sentences from problems, estimating a reasonable answer to a given problem, solving 1-step problems with fractions, measuring/determining perimeters and areas and estimating lengths and areas.

Chart 8 (p. 23) lists the percent of students at mastery for each of the 11 language arts objectives. From 1986 to 1991, 10 objectives have shown a gain in percent of students at or above mastery and one objective has shown a decline. When 1991 results are compared with 1986, the only area which showed a substantial decline was capitalization and punctuation, which dropped 11 percentage points.

Chart 9 (p. 24) compares the percent of students who scored at or above the remedial standard in mathematics, writing and reading (DRP) for 1986 through 1991. In each content area there has been a gain in the percent of students meeting the remedial standard over the six CMT administrations indicating continued movement in a positive direction. The remedial standard for mathematics is 79 out of 144 items correct. A 3 percentage point increase in performance at or above the remedial standard from 1986 (81%) to 1991 (84%) was observed. The remedial standard for writing is 4 on a scale from 2 to 8. A 4 percentage point increase in writing performance at or above the remedial standard was reported from 1986 (78%) to 1991 (82%). The remedial standard for reading (DRP) is 50 DRP units with 75% comprehension. A 7 percentage point increase in performance at or above the remedial standard was reported from 1986 (69%) to 1991 (76%).

Chart 10 (p. 25) compares the percent of students scoring at or above the statewide goals in mathematics, writing and reading from 1986 through 1991. In mathematics, the goal is 31 of 36 objectives mastered. There was a 9 percentage point increase in performance at or above the statewide goal from 1986 (23%) to 1991 (32%). In writing, the goal is 7 on a scale of 2 to 8. The percent of students scoring at or above the statewide standard decreased from 15% in 1986 to 12% in 1991. In reading (DRP) the statewide goal is 56 DRP units with 75% comprehension. There was a 7 percentage point increase in performance at or above the goal from 1986 (53%) to 1991 (60%).

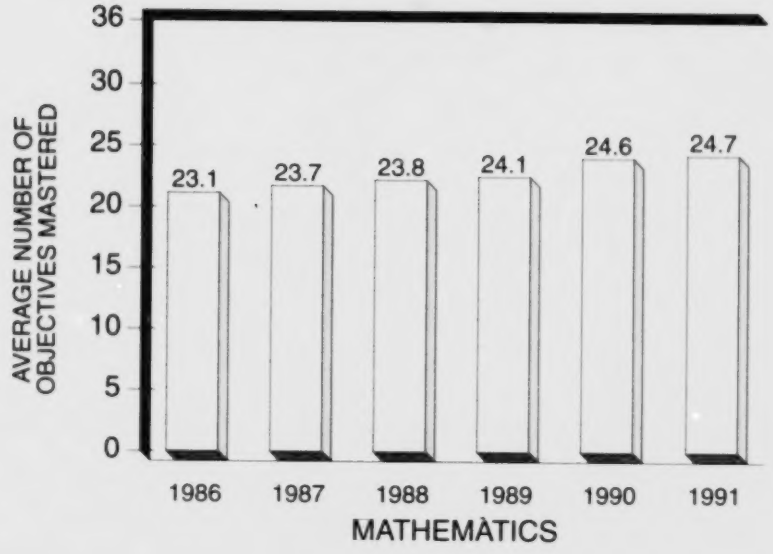
Chart 11 (p. 26) is a comparison of student achievement in relation to the remedial standards from 1986 through 1991. Over the six-year period, the percent of students at or above the remedial standard on all three tests (mathematics, reading, writing) has increased from 56.6% in 1986 to 62.9% in 1991, while the percent of students below the remedial standard on all three tests has declined from 7.2% in 1986 to 5.0% in 1991. The percent of students below the remedial standard on one or more subtests has also dropped from 42.7% in 1986 to 35.7% in 1991.

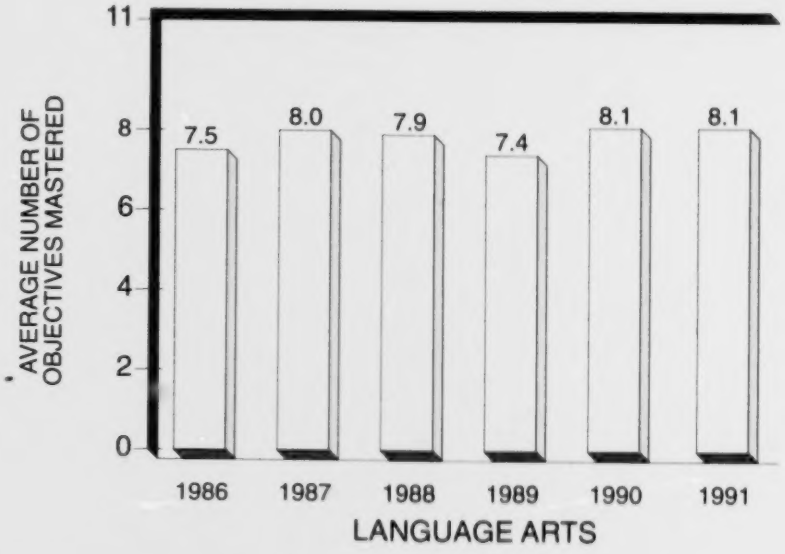
Chart 12 (p. 27) is a comparison of student achievement in relation to the goals for 1986 through 1991. Over the six-year period, there has been a slight decrease in the percent of students reaching the statewide goal on all three tests (mathematics, reading, and writing). The percent of students below the statewide goal on all three tests has declined from 42.4% in 1986 to 34.7% in 1991. The percent of students above the statewide goal on one or more subtests has increased from 56.5% in 1986 to 63.0% in 1991.

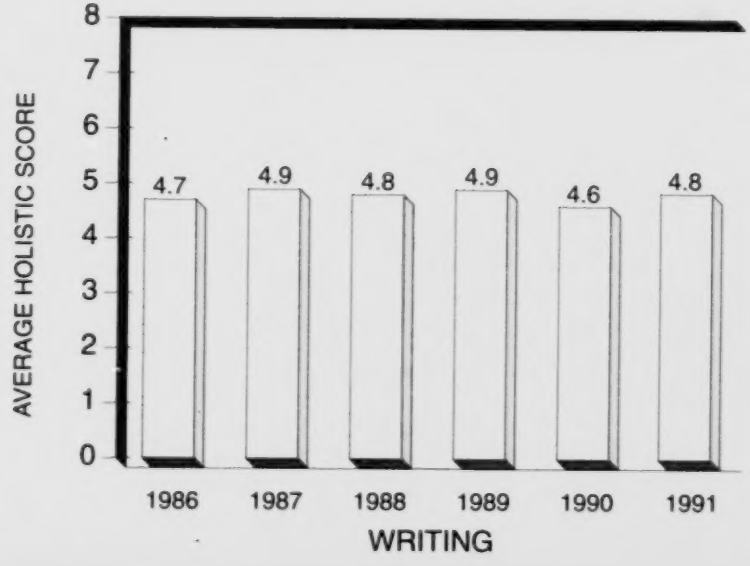
Test Results by District

Appendices H and I address the comparison of test scores by school district. Appendix H (p. 81) and Appendix I (p. 89) present a listing of the mathematics and language arts test results, respectively, for each Connecticut school district. In each appendix, school districts are listed alphabetically, followed by regional school districts. The Type of Community (TOC) designation in the second column and the Education Reference Group (ERG) designation in the third column indicate the TOC and ERG groups with which each district or school has been classified. Definitions of the TOC and ERG classifications are provided in Appendix J (p. 97) and Appendix K (p. 99), respectively. TOC and ERG summaries follow the alphabetical listings of school district results in mathematics and language arts.

CHART 6
COMPARISON OF STATEWIDE AVERAGE SCORES FOR 1986 THROUGH 1991







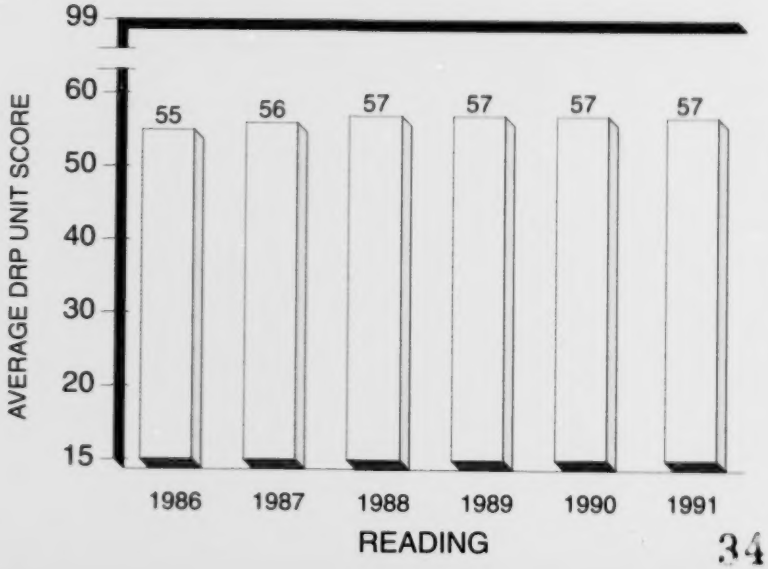


CHART 7
MATHEMATICS: COMPARISON OF THE PERCENT OF STUDENTS ACHIEVING MASTERY IN EACH OBJECTIVE FOR 1986 THROUGH 1991

OBJECTIVE	PERCENT OF STUDENTS AT MASTERY						PERCENTAGE POINT GAIN FROM 1986 TO 1991
	1986	1987	1988	1989	1990	1991	
CONCEPTUAL UNDERSTANDINGS							
1. ORDER WHOLE NUMBERS LESS THAN 100,000	94%	96%	96%	96%	94%	94%	0%
2. IDENTIFY DIGIT VALUE/USE EXPANDED NOTATION	90%	92%	92%	92%	90%	90%	0%
3. RENAME WHOLE NUMBERS BY REGROUPING	17%	27%	28%	42%	39%	40%	23%
4. ROUND WHOLE NUMBERS LESS THAN 100,000	55%	64%	65%	62%	69%	69%	14%
5. MULTIPLY/DIVIDE MULTIPLES OF 10/100 BY 10/100	67%	70%	70%	72%	79%	78%	11%
6. ID EQUIV FRACTIONS AND MIXED #'S USING PICTURES	59%	54%	54%	59%	57%	57%	-2%
7. IDENTIFY EQUIVALENT FRACTIONS AND MIXED NUMBERS	51%	50%	49%	48%	59%	58%	7%
8. CONVERT BETWEEN MIXED #'S & IMPROPER FRACTIONS	*	*	*	*	42%	44%	*
9. IDENTIFY DECIMALS (.01 TO 2.99) FROM PICTURES	53%	54%	56%	70%	54%	56%	3%
10. EXTEND PATTERNS INVOLVING NUMBERS/ATTRIBUTES	91%	92%	92%	94%	93%	93%	2%
11. ID APPROP PROCEDURE TO ESTIMATE WHOLE # COMP	82%	81%	82%	78%	76%	76%	-6%
COMPUTATIONAL SKILLS							
12. ADD/SUBT NUMBERS <100,000 & AMOUNTS < $100	87%	90%	89%	89%	89%	88%	1%
13. KNOW MULTIPLICATION AND DIVISION FACTS	95%	93%	92%	97%	96%	96%	1%
14. MULTIPLY WHOLE NUMBERS AND MONEY AMOUNTS	93%	90%	89%	90%	92%	92%	-1%
15. DIVIDE 2- AND 3-DIGIT NUMBERS BY 1-DIGIT NUMBERS	81%	78%	78%	77%	78%	77%	-4%
16. ADD/SUB FRACTIONS - LIKE DENOMINATIONS	81%	66%	66%	76%	81%	81%	0%
ADD FRACTIONS WITH LIKE DENOMS, WITH REGROUPING	52%	60%	60%	63%	**	**	**
ADD/SUBTRACT FRACTIONS WITH UNLIKE DENOMINATORS	38%	39%	39%	30%	**	**	**
17. FIND FRACTIONAL PARTS OF WHOLE NUMBERS	28%	40%	40%	32%	59%	59%	31%
18. ESTIMATE SUMS/DIFFS OF WHOLE NUMBERS/$ AMTS	56%	55%	54%	63%	55%	56%	0%
19. ESTIMATE PROD/QUOT OF WHOLE NUMBERS/$ AMTS	61%	59%	59%	57%	52%	53%	-8%
20. ESTIMATE SUMS/DIFFS OF FRACTS AND MIXED #'S	*	*	*	*	30%	31%	*
PROBLEM SOLVING/APPLICATIONS							
21. INTERPRET GRAPHS/TABLES/CHARTS	89%	88%	88%	86%	87%	88%	-1%
22. IDENTIFY GRAPH THAT BEST ILLUSTRATES DATA	89%	92%	92%	95%	94%	94%	5%
23. IDENTIFY NUMBER SENTENCES FROM PROBLEMS	66%	70%	71%	69%	75%	76%	10%
24. SOLVE 1-STEP PROBS INVOLVING WHOLE NUMBERS & $	79%	79%	80%	78%	83%	83%	4%
25. SOLVE PROBLEMS INVOLVING MAKING CHANGE	82%	82%	82%	81%	84%	83%	1%
26. SOLVE 1-STEP PROBLEMS INVOLVING FRACTIONS	43%	53%	53%	48%	64%	64%	21%
27. SOLVE 2-STEP PROBS INVOLVING WHOLE NUMBERS & $	57%	56%	55%	60%	61%	61%	4%
28. ESTIMATE REASONABLE ANSWER TO A GIVEN PROBLEM	43%	52%	52%	47%	55%	56%	13%
29. IDENTIFY/SOLVE EXTRANEOUS INFO PROBLEMS	38%	39%	39%	41%	45%	46%	8%
30. IDENTIFY MISSING INFO IN PROBLEM SITUATIONS	75%	75%	75%	71%	71%	72%	-3%
31. SOLVE PROCESS PROBLEMS-DATA ORGANIZATION	63%	64%	64%	65%	66%	66%	3%
MEASUREMENT/GEOMETRY							
32. IDENTIFY GEOMETRIC FIGURES	72%	80%	80%	83%	72%	72%	0%
33. MEASURE/DETERMINE PERIMETERS AND AREAS	33%	38%	39%	36%	43%	43%	10%
34. ESTIMATE LENGTHS AND AREAS	33%	38%	37%	45%	48%	49%	16%
35. PICK APPROP METRIC/CUSTOMARY UNIT AND MEASURE	65%	62%	63%	60%	70%	70%	5%
36. DETERMINE ELAPSED TIME	52%	53%	55%	54%	52%	53%	1%

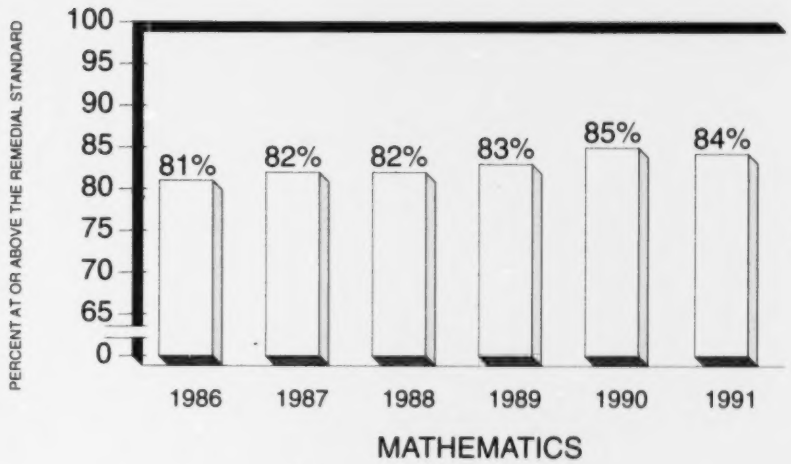
* = Objective added in 1990 assessment

** = Objective dropped in 1990 assessment

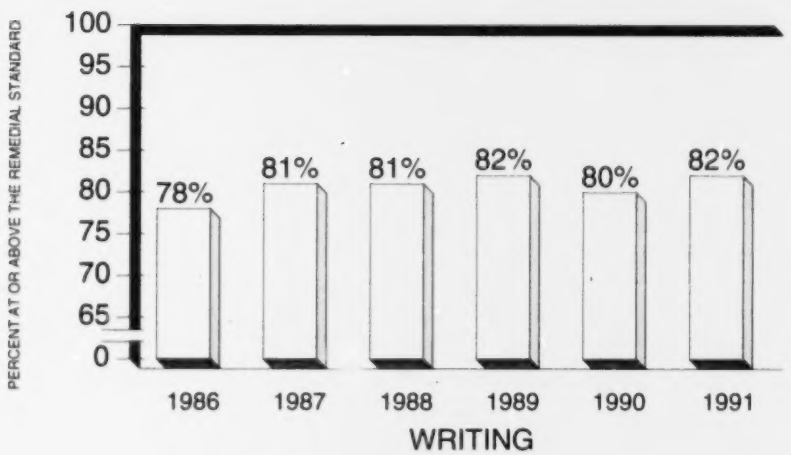
CHART 8
LANGUAGE ARTS: COMPARISON OF THE PERCENT OF STUDENTS ACHIEVING MASTERY IN EACH OBJECTIVE FOR 1986 THROUGH 1991

OBJECTIVE	PERCENT OF STUDENTS AT MASTERY						PERCENTAGE POINT GAIN FROM 1986 TO 1991
	1986	1987	1988	1989	1990	1991	
WRITING MECHANICS							
1. CAPITALIZATION AND PUNCTUATION	71%	75%	74%	68%	60%	60%	-11%
2. SPELLING/HOMONYMS/ABBREVIATIONS	73%	73%	72%	76%	83%	82%	9%
3. AGREEMENT	78%	77%	77%	82%	80%	80%	2%
4. TONE	76%	82%	82%	77%	85%	85%	9%
STUDY SKILLS							
5. LOCATING INFORMATION	83%	79%	78%	78%	84%	84%	1%
6. NOTETAKING AND OUTLINING	73%	75%	74%	59%	81%	81%	8%
LISTENING COMPREHENSION							
7. LITERAL	65%	67%	66%	65%	73%	72%	7%
8. INFERENTIAL/EVALUATIVE	65%	82%	82%	70%	73%	73%	8%
READING COMPREHENSION							
9. LITERAL	54%	65%	65%	56%	66%	65%	11%
10. INFERENTIAL	55%	57%	57%	55%	61%	61%	6%
11. EVALUATIVE	56%	62%	63%	55%	62%	63%	7%

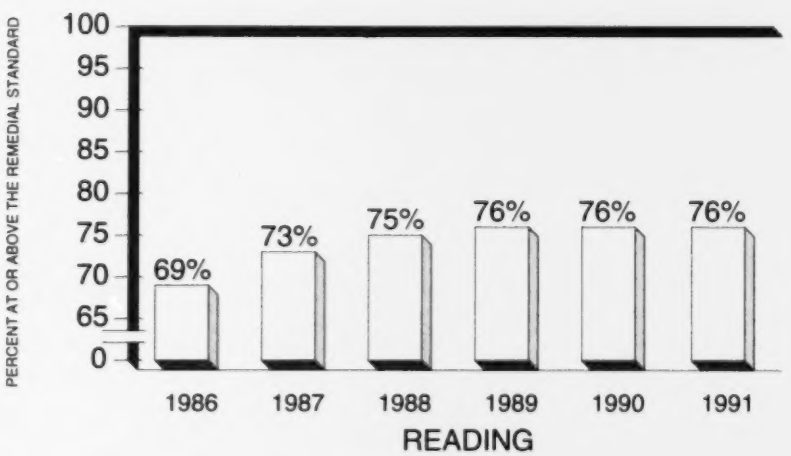
CHART 9
COMPARISON OF THE PERCENT OF STUDENTS SCORING AT OR ABOVE THE REMEDIAL STANDARD IN EACH SUBJECT AREA FOR 1986 THROUGH 1991



MATHEMATICS GROWTH SINCE 1986 3%

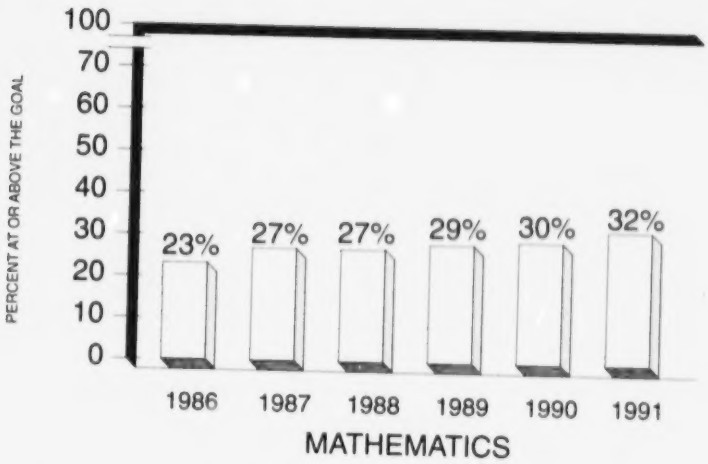


WRITING GROWTH SINCE 1986 4%



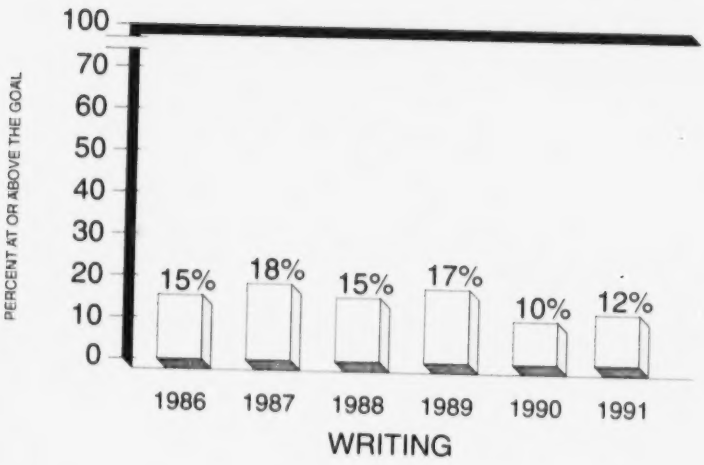
READING GROWTH SINCE 1986 7%

CHART 10
COMPARISON OF THE PERCENT OF STUDENTS SCORING AT OR ABOVE THE GOAL IN EACH SUBJECT AREA FOR 1986 THROUGH 1991



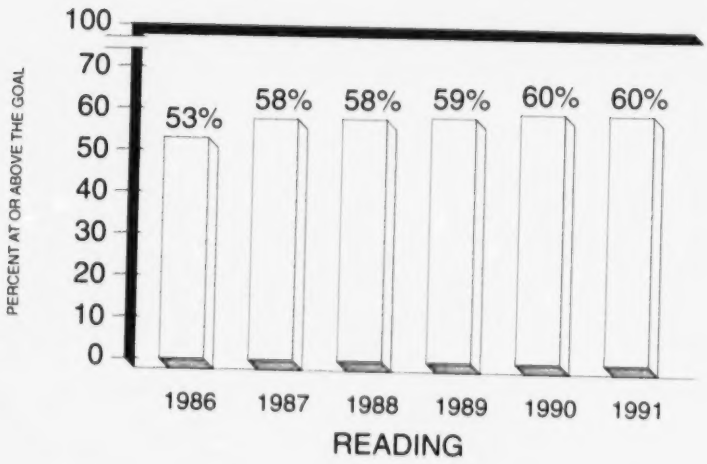
MATHEMATICS GROWTH SINCE 1986 9%

MATHEMATICS GOAL IS 31 OF 36 OBJECTIVES MASTERED



WRITING GROWTH SINCE 1986 -3%

WRITING GOAL IS 7 ON A SCALE OF 2 TO 8



READING GROWTH SINCE 1986 7%

READING GOAL IS 56 DRP UNITS WITH 75% COMPREHENSION

CHART 11
COMPARISON OF STUDENT ACHIEVEMENT IN RELATION TO THE REMEDIAL STANDARDS
1986 THROUGH 1991 ADMINISTRATIONS

	1986		1987		1988		1989		1990		1991	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
STUDENTS AT OR ABOVE THE STANDARD:												
ON ALL THREE TESTS	16,994	56.6	17,760	60.2	19,067	62.5	19,512	62.8	20,311	62.7	21,228	62.9
ON TWO OF THE TESTS	6,451	21.5	5,896	20.0	5,922	19.4	6,036	19.4	6,357	19.6	6,522	19.3
ON ONE OF THE TESTS	4,170	13.9	3,633	12.3	3,694	12.1	3,573	11.5	3,646	11.2	3,851	11.4
ON NONE OF THE TESTS	2,435	8.1	2,222	7.5	1,838	6.0	1,951	6.3	2,097	6.5	2,164	6.4
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
STUDENTS BELOW THE STANDARD:												
ON ALL THREE TESTS	2,167	7.2	1,853	6.3	1,658	5.4	1,698	5.5	1,861	5.7	1,699	5.0
ON TWO OF THE TESTS	4,183	13.9	3,653	12.4	3,650	12.0	3,513	11.3	3,569	11.0	3,789	11.2
ON ONE OF THE TESTS	6,471	21.5	5,628	19.1	5,914	19.4	6,093	19.6	6,373	19.7	6,580	19.5
ON NONE OF THE TESTS	17,229	57.3	18,377	62.3	19,299	63.2	19,768	63.6	20,608	63.6	21,697	64.3
NUMBER OF STUDENTS TESTED	30,050		29,511		30,521		31,072		32,411		33,765	
NUMBER OF STUDENTS BELOW REMEDIAL STANDARD ON ONE OR MORE SUBTESTS (UNDUPLICATED COUNT)	12,821	42.7	11,134	37.7	11,222	36.8	11,304	36.4	11,803	36.4	12,068	35.7

CHART 12
COMPARISON OF STUDENT ACHIEVEMENT IN RELATION TO THE GOALS
1986 THROUGH 1991 ADMINISTRATIONS

	1986		1987		1988		1989		1990		1991	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
STUDENTS AT OR ABOVE THE STATE GOAL:												
ON ALL THREE TESTS	2,056	6.8	2,674	9.1	2,277	7.5	2,666	8.6	1,881	5.8	2,159	6.4
ON TWO OF THE TESTS	5,975	19.9	6,686	22.7	7,021	23.0	7,584	24.4	8,396	25.9	9,108	27.0
ON ONE OF THE TESTS	8,947	29.8	8,706	29.5	9,402	30.8	9,217	29.7	9,900	30.5	9,992	29.6
ON NONE OF THE TESTS	13,072	43.5	11,445	38.8	11,821	38.7	11,605	37.4	12,234	37.7	12,506	37.0
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
STUDENTS BELOW THE STATE GOAL:												
ON ALL THREE TESTS	12,750	42.4	11,014	37.3	11,568	37.9	11,233	36.2	11,882	36.7	11,707	34.7
ON TWO OF THE TESTS	9,149	30.4	9,018	30.6	9,558	31.3	9,456	30.4	10,142	31.3	10,317	30.6
ON ONE OF THE TESTS	6,072	20.2	6,785	23.0	7,117	23.3	7,665	24.7	8,470	26.1	9,394	27.8
ON NONE OF THE TESTS	2,079	6.9	2,694	9.1	2,278	7.5	2,698	8.7	1,917	5.9	2,347	7.0
NUMBER OF STUDENTS TESTED	30,050		29,511		30,521		31,072		32,411		33,765	
NUMBER OF STUDENTS ABOVE GOAL ON ONE OR MORE SUBTESTS (UNDUPLICATED COUNT)	16,978	56.5	18,066	61.2	18,700	61.3	19,467	62.7	20,177	62.3	21,259	63.0

The State Department of Education advises against comparing scores between and among school districts. It is more meaningful to compare district results longitudinally within each district. It is also not appropriate or meaningful to sum across the different tests and subtests for comparative purposes because of differences in test length, mastery criteria and remedial standards. These comparisons are inappropriate because it is impossible to identify, solely on the basis of this information, how the average student has performed in the districts being compared. Average scores and standard deviations provide more appropriate comparative information on how well the average student is performing, although many factors may affect the comparability of these statistics as well.

Normative Results

Normative information is provided to indicate how well the average student in Connecticut performs compared to a national sample of students. Norms have been available for the mathematics test, the language arts test and the reading comprehension test since 1987. This year, for the second year, normative information is also being provided for mathematics problem solving. These norms are based on links established between the CMT and the sixth edition of the Metropolitan Achievement Test (MAT-6). The norms are expressed in percentile ranks which provide estimates of group performance relative to the performance of the national MAT-6 norm group. Percentile ranks range from 1 to 99. A percentile rank of 50 represents the score that divides the norm group into two equal parts; half scoring below and half scoring above this value. Each reported percentile rank represents the performance of a nationally representative sample of students in relation to Connecticut student performance.

The following are the total estimated norms for the grade six statewide averages. In the content areas of mathematics, language arts and reading comprehension (not DRP), data are provided for the 1987 through 1991 administrations. Normative information in the content area of mathematics problem solving is presented for the 1990 and 1991 administrations only.

Grade Six

	1987	1988	1989	1990	1991
Total Mathematics	66	65	71	64	65
Language Arts	65	66	65	65	63
Reading Comprehension	57	58	56	58	58
Mathematics Problem Solving	—	—	—	63	62

Patterns in the data are summarized below.

- In each content area and administration year, the mean national percentile rankings of Connecticut students substantially exceed the national average (50th percentile rank).

- The norms for language arts have remained similar to one another over the five years with percentile ranks ranging from 63 to 66 in value. Reading comprehension performance continues to be lower than either mathematics or language arts when compared to a national sample, with percentile ranks ranging from 56 to 58 from 1987 to 1991.

- With the exception of mathematics increasing to 71 in 1989, the percentile ranks within each content area are quite stable across the five years, differing in value by no more than two points.

It should be pointed out that these norms provide a way to interpret the performance of the average Connecticut student relative to a national sample. They do not address the issue of how Connecticut, as a state, compares to other states. The fact that, in 1991, the average Connecticut student is at the 65th percentile in mathematics does not mean that the state as a whole would be in the 65th percentile if it were compared to other states. A state-by-state achievement testing program has been endorsed by the Council of Chief State School Officers (CCSSO) and the National Governors' Association (NGA) and is in progress using the National Assessment of Educational Progress (NAEP) Program. Connecticut participated in the 1990 trial state assessment for mathematics at grade eight. Results of this assessment were released June 6, 1991 at a national press conference in Washington, D.C. In addition, Connecticut participated in the 1992 trial state assessment in grades four and eight.

Norms Available to Districts

Total mathematics, language arts, reading comprehension and mathematics problem solving norms can also be provided for groups of students at the district level. Each year all districts are notified by the CMT contractor that norms for their own districts and/or schools within their districts are optionally available. In addition, districts are offered all materials and directions to hand-calculate norms for groups of students within their districts (e.g., Chapter I students). There is no charge for either of these services. Any district that requests this information receives it directly from the CMT contractor. No district receives normative information unless it is specifically requested by the superintendent. Approximately one half of Connecticut school districts have requested norms in the past.

Longitudinal Results

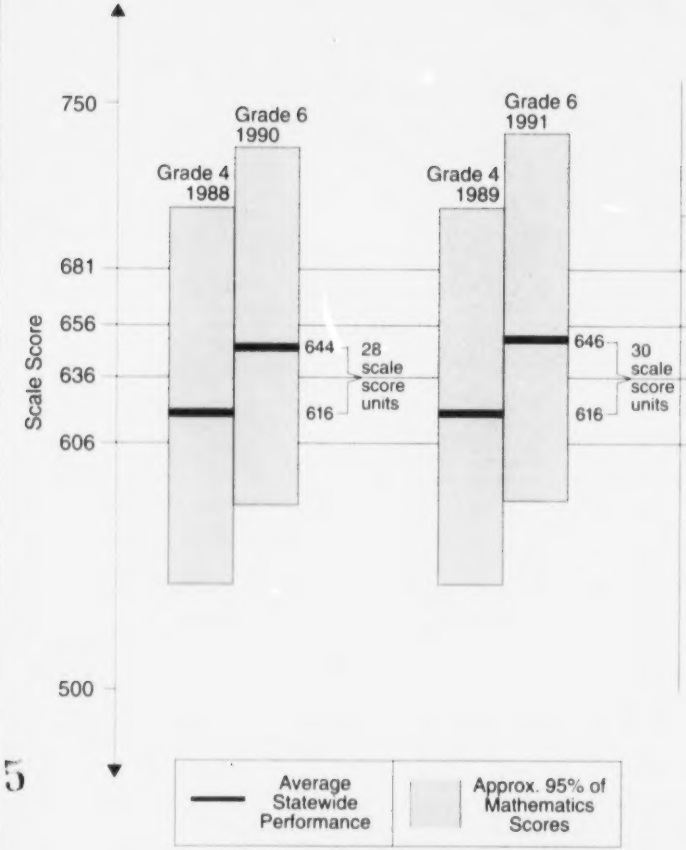
In order to interpret student performance across grade levels, vertical scales were developed in the areas of mathematics and reading comprehension. Scaled scores can be used to measure growth over time because CMT scores from all three grade levels have been placed on a common scale. These scales provide a means of monitoring students' academic progress from grade to grade. Before the scales were developed, it was difficult to assess the performance of groups of test takers as they moved from grade to grade because of differences in test length, curriculum content covered and levels of difficulty on the fourth-, sixth- and eighth-grade tests.

Since students who took the fourth-grade test in 1988 subsequently took the sixth-grade test in 1990, change in performance on the test can be assessed across two years' time for the group. Similarly, change in performance can be assessed for 1991 sixth graders who took the grade four test in 1989. Chart 13 (p.30) and Chart 14 (p.31) present overall growth in performance for these two groups of students in the content areas of mathematics and reading comprehension. These results show meaningful growth in both mathematics and reading comprehension for both groups of students from grade four to grade six.

CHART 13
MATHEMATICS (GRADE 4 TO GRADE 6)

Comparison of Average Statewide Mathematics Performance
Grade 4 (1988 Administration) to Grade 6 (1990 Administration) and
Grade 4 (1989 Administration) to Grade 6 (1991 Administration) Using Scale Scores

Results for 1988 Grade 4 Cohort (Class of 1997) and
1989 Grade 4 Cohort (Class of 1998)

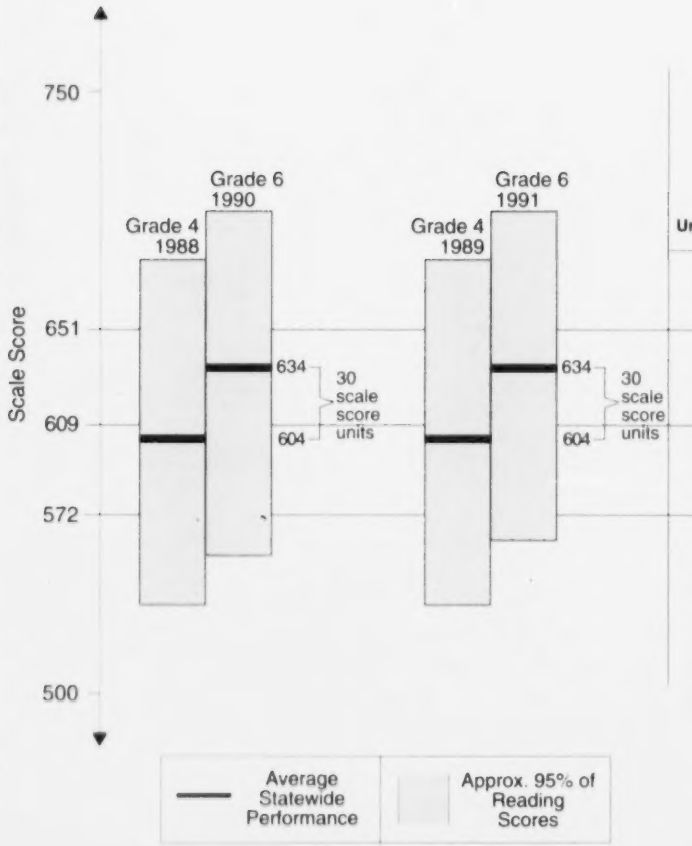


Level of Understanding	Description
Level V 681+	Strong conceptual understanding, computational ability and problem solving ability.
Level IV 656-680	Broad conceptual understanding except ordering fractions and decimals; strong computational skills except fractions; strong problem solving ability except in area of measurement.
Level III 636-655	Mastery of place value, whole numbers and decimal skills and concepts. Estimation and 1- and 2-step problem solving developing. Limited skills and understandings of fractions, percents, equivalents and measurement.
Level II 606-635	Mastery of whole number skills and place value, tables and graphs and simple 1-step word problems. Limited conceptual understanding or ability with measurement or geometry.
Level I Less than 606	Ability to handle the simplest of computational exercises and problems. Weak conceptual understanding and limited measurement skills.

CHART 14
READING COMPREHENSION (GRADE 4 TO GRADE 6)

Comparison of Average Statewide Reading Performance
Grade 4 (1988 Administration) to Grade 6 (1990 Administration) and
Grade 4 (1989 Administration) to Grade 6 (1991 Administration) Using Scale Scores

Results for 1988 Grade 4 Cohort (Class of 1997) and
1989 Grade 4 Cohort (Class of 1998)



Level of Understanding	Description
Level IV 652+	Strong ability to make inferences and predictions about ideas, purposes and patterns. Strong ability to judge the authenticity, reliability and validity of written material.
Level III 610-651	Mostly able to comprehend the literal meanings of ideas. Developing capacity to infer meanings and make critical judgments about ideas, purposes and patterns.
Level II 572-609	Some ability to select details and understand the literal meanings of ideas which are clearly stated. Very limited ability to make critical judgments about statements or make inferences about implied ideas, patterns and purposes.
Level I Less than 572	Unable to translate or understand the literal meanings of ideas which are clearly stated within a passage.

Chart 13, for example, shows that the average statewide performance in mathematics, for the group of students who took the fourth-grade test in 1988 and the sixth-grade test in 1990, has moved in a positive direction from Level of Understanding II to Level of Understanding III over the two-year period. While initial results are encouraging, it is still premature to draw definitive conclusions about how much growth to expect as students progress from grade to grade. Such conclusions are possible only after the program has been in effect for several years. It should be noted that each sixth-grade group differs, to some extent, from its respective fourth-grade group because some students entered, while other students exited the Connecticut public school system over the two-year period.

Participation Rate Results

Appendix L (p. 103) presents the number of sixth-grade students in each district and the percents of students who participated in the grade six mastery testing during the fall 1991 statewide administration. Appendix L also shows the percent of students exempted from CMT testing. The alphabetical listing of districts provides the following information for each district:

Column 1	The name of the district
Column 2	The total sixth-grade population at the start of mastery testing
Column 3	The number of students eligible for testing
Column 4	The percent of total population exempted from testing
Columns 5-8	The percent of eligible students tested in each content area

The results in Appendix L illustrate that participation rates by school district on the sixth-grade CMT were quite high, with only a few exceptions. However, the high percentage of students exempted from the CMT, statewide, combined with the large variation in exemption rates among districts, has raised concerns about the fair application of exemption procedures and its impact on students. The Department is currently examining the impact of the exclusion provisions on the CMT programs for Special Education and bilingual students. The results from these analyses are available from the Division of Research, Evaluation, and Assessment.

APPENDIX A

Test Construction

Test Construction

The development of the sixth-grade criterion-referenced mastery test required the formation of seven statewide advisory committees. These included the Mathematics and Language Arts Advisory Committees, the Psychometrics Advisory Committee, the Bias Advisory Committee, the Connecticut Student Assessment Advisory Committee (formerly the Mastery Test Implementation Advisory Committee), and two standard-setting committees, one for mathematics and one for language arts. These committees were comprised of representatives from throughout the state. Members were selected for their area of expertise. Approximately 150 Connecticut educators participated on the mastery test committees which met over 80 times during the first 18 months of test development. (See Acknowledgements, p. v and p. 48.)

Beginning in the spring of 1985, content committees in both language arts and mathematics participated in each stage of the test development process, including assisting the State Department of Education in the selection of The Psychological Corporation as its test contractor. First, the content committees reviewed the curriculum materials prevalent throughout the state and the scope of the national tests in use in Connecticut at the respective grade levels. Additional resources included the Connecticut curriculum guides in mathematics and language arts, developed in 1981, as well as the results of recent Connecticut Assessment of Educational Progress (CAEP) assessments in mathematics and language arts. Next, the committees identified sets of preliminary mathematics and language arts objectives which reflected existing curriculum materials and the goals of the mastery testing program. The content committees defined an objective as an operationalized learning outcome that was fairly narrow and clearly defined.

Four criteria were used in identifying the appropriate learning outcomes or test objectives and in selecting specific test items to be included on the Grade 6 Connecticut Mastery Test (CMT). To have been considered for use, test objectives and items must have been:

(1) significant and important;
(2) developmentally appropriate;
(3) reasonable for most students to achieve; and
(4) generally representative of what is taught in Connecticut schools.

Once the objectives were identified, item specifications and/or sample items were written. Item specifications are written descriptions of the types and forms of test items that assess an objective. They also prescribe the types of answer choices that can be used with each item.

After the test specifications were written and agreed upon, the test contractor wrote items and response choices for each of the objectives. The items were then reviewed by the content committees. Items which met the criteria of the test specifications and received the approval of the content committees were considered for the pilot test. Before testing, the Bias Advisory Committee reviewed each item for potential discrimination related to gender, race or ethnicity in the language or format of the question or response choices. After their review was completed, the pilot test forms were constructed. Over 1,600 customized Connecticut items were included in the October 1985 grade six pilot test in language arts and mathematics.

The Psychometrics Advisory Committee provided advice concerning other aspects of the pilot test including the sampling design, statistical bias analysis, the design of item specifications and pilot test administration procedures. The recommendations proposed by the Psychometrics Advisory Committee were reviewed and endorsed by the Connecticut Student Assessment Advisory Committee.

Pilot Tests

After the items had been reviewed, twelve test forms (six in mathematics and six in language arts) were piloted for the grade six test. The purpose of several pilot test forms was to ensure that enough test items were included to construct three comparable test forms from the pilot test results.

Over 6,000 grade six students participated in the October 1985 pilot test. In January 1986, the pilot test results were made available to Connecticut State Department of Education (CSDE) staff. The process of selecting items to construct three comparable test forms began by the Bias Advisory Committee examining the pilot test statistics of each item for potential bias. As a result, some items were eliminated from the item pool. From the remaining items, test forms were constructed to be equivalent in content and difficulty at both the objective and total test levels.

Once the items were sorted on this basis, the test contractor prepared three complete forms of the mathematics test and two complete forms of the language arts test. These forms were approved by the content committees. Each form was created to be equal in difficulty and test length. A third language arts test was constructed after a few additional items were piloted as part of a later test administration. Later, during subsequent CMT administrations, enough items were pilot tested to yield two additional test forms. The psychometric procedures used to construct each of these test forms focused primarily on the use of the one-parameter item response model.

Survey

In October 1985, a survey of preliminary grade six mastery test objectives was sent to over 4,000 Connecticut educators. The purpose of the survey was to determine (1) the importance of the proposed mathematics and reading/language arts objectives and (2) whether the objectives were taught prior to the beginning of grade six. Approximately a 45% response rate was achieved which included approximately one-third of the respondents representing urban school districts. Thirty-six of the original thirty-nine mathematics objectives were judged to be important learning skills.

APPENDIX B

Grade Six Mathematics Objectives

Grade Six Mathematics Objectives

The 36 objectives of the sixth-grade mathematics test are listed below. There are four test items for each objective. The number of items in each domain is indicated in the parentheses.

CONCEPTUAL UNDERSTANDINGS (44)

1. Order whole numbers less than one hundred thousand
2. Identify the value of a digit in whole numbers less than one hundred thousand and rewrite whole numbers using expanded notation
3. Rename whole numbers by regrouping 1,000's, 100's, 10's and 1's
4. Round whole numbers less than one hundred thousand to the nearest 1,000, 100 and 10
5. Multiply and divide multiples of 10 and 100 by 10 and 100
6. Identify equivalent fractions and mixed numbers using pictures
7. Identify equivalent fractions and mixed numbers
8. Convert between mixed numbers and improper fractions
9. Identify decimals (.01 to 2.99) from pictorial representations
10. Extend patterns involving numbers and attributes
11. Identify an appropriate procedure for making estimates for whole number computations

COMPUTATIONAL SKILLS (36)

12. Add and subtract 2-, 3- and 4-digit whole numbers and money amounts less than $100.00
13. Know multiplication and division facts
14. Multiply 2- and 3-digit whole numbers and money amounts less than $100.00 by 1-digit numbers
15. Divide 2- and 3-digit whole numbers by 1-digit numbers
16. Add and subtract fractions and mixed numbers with like denominators (without regrouping mixed numbers)
17. Find fractional parts of whole numbers
18. Estimate sums and differences of whole numbers and money amounts
19. Estimate products and quotients of whole numbers and money amounts (1-digit factor and 1-digit, whole number divisor)
20. Estimate sums and differences of fractions and mixed numbers

PROBLEM SOLVING/APPLICATIONS (44)

21. Interpret graphs, tables and charts
22. Identify the graph that best illustrates given data
23. Identify number sentences from problems
24. Solve 1-step problems involving whole numbers and money amounts
25. Solve problems involving making change
26. Solve 1-step problems involving fractions
27. Solve 2-step problems involving whole numbers and money amounts
28. Estimate a reasonable answer to a given problem
29. Identify extraneous information in problems and solve problems with extraneous information
30. Identify needed information in problem situations
31. Solve process problems involving the organization of data

MEASUREMENT/GEOMETRY (20)

32. Identify geometric figures
33. Measure/determine perimeters and areas
34. Estimate lengths and areas
35. Select appropriate metric or customary units and measures
36. Determine elapsed time

Performance on all 36 math objectives is reported at the student, classroom, school, district and state levels.

APPENDIX C

Grade Six Language Arts Objectives

Grade Six Language Arts Objectives

There are eleven multiple-choice objectives and two holistic measures, one for reading and one for writing, within the sixth-grade language arts test. The number of items for each content area or objective is indicated in the parentheses.

WRITING MECHANICS (40)

1. Capitalization and Punctuation (12)
2. Spelling (9)
3. Agreement (15)
4. Tone (4)

STUDY SKILLS (16)

5. Locating Information (11)
6. Note-taking and Outlining (5)

LISTENING COMPREHENSION (20)

7. Literal (6)
8. Inferential and Evaluative (14)

READING COMPREHENSION (36)

9. Literal (8)
10. Inferential (14)
11. Evaluative (14)

DEGREES OF READING POWER (77)

WRITING SAMPLE (1)

Holistic scoring is provided for all students. Analytic scoring is provided for students who score at or below the remedial standard of 4 (on a scale of 2-8).

Performance on all eleven Language Arts objectives, the Degrees of Reading Power and the Writing Sample is reported at the student, classroom, school, district and state levels.

APPENDIX D

Remedial (Grant) Standard-Setting Process

and

Standard-Setting Committees

Remedial (Grant) Standard-Setting Process

Background

There are several acceptable strategies for setting standards on criterion-referenced tests. Each of the proposed methods has one or more unique characteristics. One common element to the various methods is that they all offer to the individuals who are setting the standards some process which reduces the arbitrariness of the resulting standard. Different methods accomplish this in different ways. All methods systematize the standard-setting process so that the result accurately reflects the collective informed judgment of those setting the standard.

Types of Standard-Setting Methods

Standard-setting methods can generally be categorized into three types: test question review, individual performance review and group performance review. Test question review methods specify a procedure for standard setters to examine each test question and make a judgment about that question. For example, standard setters might be asked to rate the difficulty or the importance of each question. These judgments are numerically scaled and then combined mathematically to produce a standard. Individual performance review methods also require standard setters to make judgments, but the judgments are made on the basis of examining data that indicate how well individual students perform on test items. These data may be based on actual pilot test results or projected results using mathematical theories. In this method, additional student information, such as grades, may also be used to inform the standard setters. Group performance review methods provide for judgments to be made based on the performance of a reference group of students. That is, standard setters review the group performance and make a determination where the standard should be set based on the group results.

Selection of a Standard-Setting Method

Several factors affect the choice of a particular standard-setting method. The type of test is one consideration. For example, some methods are only appropriate for multiple-choice questions or for single correct answer questions while other methods are more flexible. For instance, time constraints are a consideration if student performance data are necessary. In this case, a pilot test must be conducted and the test results must be analyzed prior to setting the standards. Another consideration is the relative importance of the decisions that will be made on the basis of the standard. For example, a classroom test affecting only a few students would not require as stringent a procedure as would a statewide test determining whether a student is allowed to graduate from high school. Other relevant factors include the number of test items, permanence of the standard, purpose of the test and the extent of available financial and other resources to support the standard-setting process.

On February 4, 1985, the Mastery Test Psychometrics Advisory Committee met to consider the issue of standard-setting procedures and voted unanimously to approve the following proposal.

A PROPOSAL FOR SETTING THE REMEDIAL STANDARDS ON THE CONNECTICUT MASTERY TESTS

1. Two standard-setting committees will be created: one for mathematics and one for reading and writing.

2. This description of a minimally proficient student will be given to each of the committees:

   > Imagine a student who is just proficient enough in reading, writing and mathematics to successfully participate in his/her regular sixth-grade coursework.

3a. In mathematics, an adaptation of the Angoff procedure will be used. The committee will be provided with each item appearing on one form of the mathematics test. The committee will be given the following directions:

   > Consider a group of 100 of these students who are just proficient enough to be successful in regular sixth-grade coursework. How many of them would be expected to correctly answer each of the questions?

   The committee will rate each item. The committee will then be given the opportunity to discuss their rating of each item. Sample pilot data will be presented. Committee members will be given the opportunity to adjust their item ratings. The item ratings will then be averaged in accordance with the Angoff procedure in order to produce a recommended test standard.

   b. In reading, the committee will review and discuss each passage of the Degrees of Reading Power (DRP) test. Student performance data will be presented. The committee will consider the reading difficulty that should be expected of a student at the grade level being tested. The committee members will identify the passage that has the appropriate level of reading difficulty consistent with the above description of a minimally proficient student.

   c. In writing, the committee will read four sample essays. These essays will have been prescored holistically (on a scale from 2 to 8) in order to rank the quality of the essays. Committee members will classify essays into one of three categories: 1) definitely <u>NOT</u> proficient, 2) borderline and 3) definitely proficient. These classifications will be discussed in light of the holistic scores. The committee will then classify approximately twenty-five additional essays. The essay ratings will be discussed in the same manner as the original four essays. When all essays have been discussed, the essays which fell in the borderline category will be focused upon to determine the standard. The committee will determine where, among the borderline essays, the standard should be established.

4. The standards recommended in step 3 will be presented to the Connecticut Student Assessment Advisory Committee (formerly the Mastery Test Implementation Advisory Committee) for discussion and action.

Connecticut's Strategy

Several steps were employed to create an acceptable and valid test standard for Connecticut tests. Initially, a separate standard-setting committee was convened for each test on which standards were to be set. Individuals were chosen to serve as members on the committee on the basis of their familiarity with the area being assessed and the nature of the examinees. One source of such members was the test content committees related to the project. For example, members of the Mathematics Advisory Committee were represented on the committee setting standards for the mathematics mastery test.

The actual procedures used to set standards were an adaptation of a method proposed by William Angoff (1970). This test question review method required members of a standard-setting committee to estimate the probability that a question would be correctly answered by examinees who possess no more than the minimally acceptable knowledge or skill in the areas being assessed. Standard setters then reviewed pilot test data for sample items as further evidence of the appropriateness of the judgments being made. The original probability estimates assigned to each test question were reviewed and adjustments made by the standard setters. The final individual item probabilities were summed to yield a suggested test standard for each member of the committee. The suggested standards were averaged across members of the committee to produce the recommended test standard.

The recommended test standard was presented to the Connecticut Student Assessment Advisory Committee and the State Board of Education.

In mid-March, Mathematics and Language Arts Standard-Setting Committees met to set the remedial standards for the Grade 6 Mastery Test. The following information summarized the results of the standard-setting activities conducted by CSDE staff:

I. Mathematics (144-item test)

Using the procedures previously outlined, the standard setters rated each item and considered the pilot data. Committee members discussed items and were given the opportunity to adjust their initial ratings. The final ratings were averaged to produce a remedial standard. It was recommended that a raw score of 79 be the remedial mathematics standard. Below is a summary of the ratings.

Procedure	# Judges	Range %	Mean % Correct	Raw Score
Angoff	20	35-62	55	79

II. Reading (Degrees of Reading Power, 77-item test)

Standard setters used two procedures to establish a remedial reading standard. First, they examined the passages in the Degrees of Reading Power (DRP) test, asking themselves which passage is too difficult for the student who is just proficient enough to successfully participate in sixth-grade coursework. Discussion occurred throughout this selection process.

Second, they examined textbooks which are typically used in grades five and six and selected those textbooks which a minimally proficient student would not be expected to read in order to successfully participate in sixth-grade coursework. Discussion occurred throughout this selection process.

The average readability values of the selected passages and textbooks and the pilot test data were then revealed to the standard setters. The standard setters discussed the readability values and the pilot test data and recommended the DRP unit score of 50 as the remedial standard. This standard was accepted by the State Board of Education at the 75% comprehension level. Below is a summary of the ratings.

Procedure	# Judges	Readability Range	Recommended Remedial Standard
A. Test Passage Review	25	49-56 DRP Units	50 DRP Units
B. Textbook Review	25	47-59 DRP Units	

III. Writing (45-minute writing sample)

Using the procedure previously outlined, standard setters read and rated 21 essays written to a narrative prompt and 21 essays written to an expository prompt. After discussions and final ratings, the holistic scores for the papers were revealed to the group. The committee then discussed the appropriate remedial writing standard in light of the degree to which their ratings matched the holistic scores. It was the recommendation of the committee that a holistic writing score of 4 be used as the remedial writing standard. Below is a summary of the ratings.

NARRATIVE PROMPT
Rating After Discussion

Holistic Score	Definitely NOT Proficient	Borderline	Definitely Proficient
2	100%	0%	0%
3	72%	0%	28%
4	9%	0%	91%
5	0%	0%	100%
6	4%	0%	96%
7	1%	0%	99%
8	0%	0%	100%

EXPOSITORY PROMPT
Rating After Discussion

Holistic Score	Definitely NOT Proficient	Borderline	Definitely Proficient
2	100%	0%	0%
3	100%	0%	0%
4	16%	0%	84%
5	6%	0%	94%
6	0%	0%	100%
7	0%	0%	100%
8	0%	0%	100%

Standard-Setting Committees

LANGUAGE ARTS STANDARD-SETTING COMMITTEE

Cheryl Anderson, Thompson Public Schools
Roberta Bellows, Trumbull Public Schools
Joseph Bibbo, Stonington Public Schools
Dell Britt, Newtown Public Schools
Eileen Brunt, Region School District No. 7
Evelyn Burnham, Region School District No. 7
Dorothy French, Litchfield Public Schools
Marguerite Fuller, Bridgeport Public Schools
Nina Grecenko, Newtown Public Schools
John Hennelly, Old Saybrook Public Schools
David Johnson, Thompson Public Schools
Robert Kinder, CT State Department of Education
Angela Kiss, Windham Public Schools
Jean Klein, Newtown Public Schools
Christopher Kotsaftis, Litchfield Public Schools
Addie Lindsey, Bridgeport Public Schools
Ethan Margolis, Stamford Public Schools
Dick Nelson, Old Saybrook Public Schools
Bruce Olean, Stonington Public Schools
Anne Stasiewski, Norwalk Public Schools
Marcia Van Hise, Trumbull Public Schools
Deborah Wallerstein, Norwalk Public Schools
Susan Webb, Windham Public Schools
Mary Weinland, CT State Department of Education
Mary Wilson, Hartford Public Schools

MATHEMATICS STANDARD-SETTING COMMITTEE

Pat Banning, Windham Public Schools
Barbara Bioty, Windham Public Schools
Betsy Carter, CT State Department of Education
Mitchell Chester, Farmington Public Schools
Jo Anne Davidson, Westport Public Schools
Coretta Dean, Bridgeport Public Schools
Karol DeFalco, New Haven Public Schools
Robert Dingee, Norwalk Public Schools
Ralph Esposito, New Haven Public Schools
Steve Leinwand, CT State Department of Education
Peter Lovely, Bloomfield Public Schools
Ellen Morse, Manchester Public Schools
John O'Neal, Farmington Public Schools
Marilyn Parker, Manchester Public Schools
Scarlett Pipkin, Bridgeport Public Schools
Arlene Schaffer, Ashford Public Schools
Jo Shay, Westport Public Schools
Martha Strickland, Middletown Public Schools
Sylvia Webb, Middletown Public Schools
Joan Webster, Norwalk Public Schools

APPENDIX E

Grade Six Overview of Holistic Scoring

and

Marker Papers for Holistic Scoring

An Overview of Holistic Scoring

Description of the Method

Holistic scoring involves judging a writing sample for its total effect. The scorer makes an overall evaluation taking into account all characteristics which distinguish good writing. No one feature (such as spelling, rhetoric, or organization) should be weighted to the exclusion of all other features. Contributing to the rationale underlying holistic scoring is evidence that:

- o no aspect of writing can be judged independently and result in an overall score of quality;
- o teachers can recognize and concur upon good writing samples; and
- o teachers tend to rank entire pieces of writing in the same way, regardless of the importance they might attach to the particular components of writing.

The scoring scale for holistic scoring is determined by the quality of the specific samples being evaluated. That is, the success of a particular response is determined in relationship to the range of ability reflected in the set of writing samples being assessed.

Preparation for Scoring

Prior to the training/scoring sessions, a committee consisting of Connecticut State Department of Education (CSDE) consultants, representatives of the Language Arts Advisory Committee and other language arts specialists from throughout the state, two chief readers and a project director from Measurement Inc. of Durham, North Carolina, and a reading specialist from The Psychological Corporation met and read a substantial number of essays drawn from the total pool of essays to be scored. Approximately 60 essays were selected to serve as "range-finders" or "marker papers" representing the range of achievement demonstrated in the total set of papers. Copies of those range-finders served as training papers during the scoring workshops which followed. Each range-finder paper was assigned a score according to a four-point scale, where 1 represented a poor paper and 4 represented a superior paper.

Scoring Workshops

During the month of November, several holistic scoring workshops were held in various locations throughout the state. Attendance at the grade six scoring workshops totaled 266 teachers. A chief reader and two assistants were present at every workshop in addition to representatives of the CSDE. Each workshop consisted of a training session and a scoring session.

Training and Qualifying

- o All teachers were shown approximately fourteen range-finder papers. The chief reader discussed each paper and explained the reason why each received its score.

- All teachers were given a six-paper practice set. They scored the papers independently and recorded the scores on their papers. When all teachers were finished, the chief reader discussed each paper and explained why each received its score.

- All teachers were given a nine-paper training set. They scored the papers independently, based on an overall impression, and recorded their scores on a monitor sheet as well as on their papers. As they finished reading and scoring, they brought the monitor sheet to the team leader who checked the scores. When all teachers were finished and all monitor sheets were checked, the chief reader discussed the nine-paper set.

- Regardless of whether or not they qualified on the first training set, all teachers were then given another nine-paper training set. They scored the papers and had the monitor sheets checked. Set Two was not discussed, except with non-qualifiers.

- Teachers were considered qualified if they scored six or more papers correctly on either set. Teachers who met the standard began scoring actual test papers after Set Two.

- If any teacher did not qualify, they received additional training by one of the team leaders or by the chief reader away from the scoring room. They had two more opportunities to qualify. Any teacher who failed to qualify would have been excused from the project and paid for one day.

The Scoring Session

Once scorers qualified, actual scoring of the writing exercises began according to the steps outlined below:

- Scorers read each paper once carefully but quickly and designated a score. Again, the score reflected the scorer's overall impression of the response as it corresponded with the features of written composition which were internalized during the training process.

- Each paper was read and scored by a second scorer independently of the first, that is, without seeing the score assigned by the first reader. The chief reader had the responsibility of adjudicating any disagreement of more than one point between the judgments of the first two scorers. In other words, adjacent scores (i.e., awarded scores of 4 and 3, 1 and 2, 2 and 3) were acceptable, but larger discrepancies (i.e., scores of 2 and 4, 3 and 1, 1 and 4) were resolved by the chief reader. In general, with successful training, the occurrence of large score discrepancies is rare.

- The two scores for each paper were <u>added</u> to produce the final score for each student, resulting in scores between 2 and 8.

Understanding the Holistic Scores

Examples of actual student papers which are representative of the scoring range will assist the reader in understanding the statewide standard set for writing and interpreting the test results. Sample papers representing four different holistic scores are presented on the following pages. Note that the process of summing the scores assigned by the two readers expands the scoring scale to account for "borderline" papers. A paper which receives a 4 from both scorers (for a total score of 8) is likely to be better than a paper to which one reader assigns a 4 and another reader assigns a 3 (for a total score of 7). In addition, it should be emphasized that each of the score points represents a range of student papers--some 4 papers are better than others.

A score of Not Scorable (NS) was assigned to student papers in certain cases. A score of NS indicates that the student's writing skills remain to be assessed. The cases in which a score of NS was assigned were as follows:

- responses merely repeated the assignment;
- illegible responses;
- responses in languages other than English;
- responses that failed to address the assigned topic in any way; and
- responses that were too brief to score accurately, but which demonstrated no signs of serious writing problems (for example, a response by a student who wrote the essay first on scratch paper and who failed to get very much of it copied).

Both readers had to agree that a paper deserved a NS before this score was assigned. If the two readers disagreed, the chief reader arbitrated the discrepancy. Papers which were assigned a score of NS were not included in summary reports of test results.

Summary Comments

The fact that standards must be maintained and reinforced throughout a scoring session cannot be overemphasized. Holistic scoring depends for its usefulness on <u>consistency</u> of scoring among all scorers throughout the sessions.

CONNECTICUT MASTERY TEST
1991 Grade Six
Writing Assignment

Suppose that your parents or guardians asked you how you would like to spend your summer. What would you choose? Why would you choose this? Explain to your parents or guardians why you chose what you did.

- Choose ONE way you would like to spend your summer.
- Decide why you would like to do this.
- Write to your parents or guardians explaining why you want to spend your summer doing this.

Dear Mom and Dad,

I have thought about what you said, and I think I would like to go to a different amusment park every day. The Reason I chose this, I want to see all over the country. If I do this I will have fun while I'm at it. Traveling will be fun but going to amusment parks will make it even funner than it already is. Pat can come to we can go to: river-side, six flags great adventure, Disney-land Disney-world. You name it. I think Pat will have a good time too. (I hope) Well thats all for now. Bye.

Yours truly,

Score Point: 1

This writer saw the prompt and responded by listing several amusement parks. More information about one or more of these parks would be needed to receive a higher score.

I whant to go to califorms and Spend my Summer boing noting but having fun. I choose this place because it Sun and you will have a very nice Summer. I wanto go to california becos a think it could be cod and eteating and go some were I have never gon befor in my life and it would be nice if you let me go.

Score Point: 1

This writer saw the prompt and responded, but the points are general in nature (fun, cool, and exciting). More information is needed to receive a higher score.

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Dear Mom,

I over heard you and dad talking on the phone about our trip we are taking. I was wondering if we can go to Flordia. In Flordia there is a lot of neat stuff for kids to do. I know you don't want me to be board like last year.

In Fordia we can meet Mickey Mouse, Mimi Mouse, Goffy, plotg and Donald Duck. We can go to tampia bay, Okenra, Flordia, we can go any were in flordia. We can go to Great Escape, Alpine slides, for Exsightment

I want to go there because I think I will have a lot of fun not like in the other places.

your loveing Son,

Score Point: 2

This response has sufficient specific detail to achieve a "2." Additional specific details and/or more elaboration of the existing details would contribute to a higher score.

Dear Mom + Dad

For my summer I would like to go to Florda I would like to go there because I could go to the beach every ard have fun there. Also because I could go to Disney World and go on all the rides + Spend the night on a big nice hotel. Also you could go to the moves with friends and eat popcorn and set back and relax watching the movie. Also another reason why I would like to go to Florida is because I never been there and Because its a big and beautiful place were all the beaches are at. Then August 26th I'll go home and spend my birthday with my parents.

Score Point: 2

This response provides information on the activities which explain why the writer wishes to go to Florida. Some ideas are linked and extended. However, some information is very general, such as "the big, nice hotel." Although the paper is organized, more specific elaboration is needed for a higher score.

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CONNECTICUT MASTERY TEST WRITING SAMPLE

Dear Mom,

I would like to spend my summer visiting my friends and relatives. I wanna spend my summer with my friends, and relatives cause I haven't seen them for already 2 years. I miss them alot and I want to see how they are doing. I miss my relatives but most of all my friends in New Jersey. Ever since we moved down here to Hartford my life hasn't been the same. I wanna go see my friends so we could have a nice pajama party. And I could sleep over my aunts house to tell them allabout Hartford. What it's like to live down here how it looks and how the schools are. I could go spend some time in New Jersey for a while to get use to the place again. I could go see the house I use to live in and see how my old neighborhood looks like. See how Landis Avenue is with all them stores. And so I could see my favorite cousin down there in New Jersey, too. I could see my aunt my sister's godmother and my grandmother. So this is how I would like to spend my summer in New Jersey. I hope I could go and have lots of friends. I could also go to this Festival that's always down there. So while I'm down there I'd like to see alot of things I use to see

Page 6

when I was down there. I'd like to visit alot of people that I haven't seen for a long time. I miss all of my friends and relatives that are down there. I especially wanna see my brother that is down there. He is 16 years old he's in 11th grade and he's graduating next year. He live with his girlfriend, his girlfriends little sister, and his girlfriends parents. So I hope you do me the favor of letting me go down there for the summer.

Sincerely yours,

SCORE POINT: 3

This writer pauses to elaborate on visiting friends, relatives, and the old neighborhood. There is a mixture of general and specific information given. The personal tone adds to the quality of this essay.

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-56-

75

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CONNECTICUT MASTERY TEST WRITING SAMPLE

SWIMMING

I would like to go swimming because it is my favriate sport. My friend's come over and go swimming to. They and I like to play games in the pool like marco polo, poolbasehall, jail house and tag. Swimming helps your mucsles to loosen up. We think swimming is a good sport. Almost everyday we go swimming. Let me explain the games marco polo is the first the object of the game is when someone goes under water and counts to ten and comes up and says marco the people around you say polo and then the person tries to tag someone and then they are it. The next game is pool baseball the object of the game is to hit a ball and run base while the other person tries to get you out. The next game is jail house what you do is one person is it that person goes back and fourth while the other people try to get to the other side with out getting tagged. The last game is tag you run around the pool while some one tries to tag you then you are it. Sometimet we sing songs in the pool. Sometimes me and my friends just swim around thats why I like to swim in my pool in the back yard. I like this sport because it is the funest sport ever.

Score Point: 3 Page 6

This response is an elaborated list of favorite swimming games. The writing is controlled and organized around the description of each game. The elaboration which follows each game is very specific and relevant, although more development is needed for a higher score.

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CONNECTICUT MASTERY TEST WRITING SAMPLE

Dear Mom + Dad,

Well, you asked me where I wanted to go for the summer, and here's your answer:

First, I want to go to Italy. Why? Because I want to see if there are any over there I would hope to stay with them, and get to know them. I have also heard from my friend, Carrie, that they have great shops. I really want Italian clothes and earrings. I want to learn the language, also, so I can communicate to other people while on my trip. I love Italian food, so I want to taste some food that I never tasted before. Some Italian spaghetti would be delicious (not al dente', though).

My next trip would be France. I have always wanted to go to france ever since I was little. They have wonderful shops there, too and I'd love to pick up french style! I am dying to try some food from france. Their resturants are the fanciest ones I've ever heard of. They also have pretty cute guys there, too. My mother's father was French and I would try to find my relatives if there are any.

Page 6

The french go up in style, and faciness! That's why I want to stay in a hotel room! The language I would learn, also.

After that wonderful trip, here comes China. China is a beautiful place to stay or live. Their beatiful clothing and houses makes them famous to me. They are very nice and treat you with respect. I dont have any relatives there, but I would still love to go. Their cute Pandas make them important, too. Pandas are adorable, and I would like to learn more about them. I hope to meet some new friends there, so they could teach me the language, and show me around. I think they make the best porcelain dolls I've ever seen! Chinese food is good especially teryaki steak. That's the best of all!

Last, but certainly not least is California. I've never been to Disneyland yet and I really want to go, because they have Splash Mountain and Florida doesn't. I would hope to go to Hollywood to meet famous stars, in person! Now that would be a miracle. I want to see movies or shows that are just being made!

Now that is my answer for my summer vacation!!!!!!!!!

Score Point: 4

Page 7

This essay is organized by place. The developed ideas are specific and relevant to each place. The strength of this essay is its fluency complemented by its personal tone.

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CONNECTICUT MASTERY TEST

WRITING SAMPLE

Dear Mom & Dad,

There are many different places that I would like to spend the summer. One of my choices would be in Somerville, New Jersey where my grandmother lives.

I love going there for vacations. It's very fun. I can do all kinds of stuff. I can use my new rollerblades to glide down the sidewalks. Or I can go cruising, at top speed, on my bike.

If I ever get hungry or thirsty, I can walk down to a gas station and buy a soda for 50¢! Every morning I can walked down to the bakery and get a doughnut. Or in the evening I can walk down to Baskin Robins and get an ice cream.

One of the main reasons I want to go is to help out Grandmother. I'd do lots of chores for her, like getting any groceries that she needs (I can walk to Pathmark). I can help her clean, like cleaning out the garaage. I can help her with the wall paper job (scraping off all the wallpaper and painting the walls). I'd even get paid! I can sweep, wash her car, or help with the meals.

If I ever get bored, there's lots of options. I could go spend a day at the library. They have books, cassete tapes, and audio tapes →

Page 6

Or, if I got real lucky, I might be able to walk to the mall! It's not far away, and it's a huge mall! I could spend a whole day there. It even has a movie theater!

Grandmother's house is cozy and warm, even if it is old fashioned. The house has an old elevator where you can go to the cellar, the middle floor and the top floor. Her house is two houses away from our house.

There is a YMCA but it's a long way away. Grandmother could drive me there. There's an exercise park near her house with things like pull up bars and climing walls. There's two baseball fields and a very big playground.

There's many things that I like about this place, and I just told you most of them. This place may not be special to some people but it is to me. That's why I picked place over other places.

Love,

Score Point: 4

This writer chooses to spend the summer with his grandmother and develops a detailed essay about his activities there. A number of activities are cited which are discussed with considerable specific detail. The response is tightly focused and controlled.

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73

80

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APPENDIX F

Grade Six Analytic Rating Guide

and

Marker Papers for Analytic Scoring

Grade Six Analytic Rating Guide

FOCUS: How effectively does the writer unify the paper by a dominant topic?

1 = switches and/or drifts frequently from the dominant topic

2 = switches and/or drifts somewhat from the dominant topic

3 = stays on topic throughout the response

ORGANIZATION: Is there a plan that clearly governs the sequence from the beginning to the end of the response, and is the plan effectively signaled?

1 = no discernible plan

2 = inferable plan and/or discernible sequence; some signals may be present

3 = controlled, logical sequence with a clear plan

SUPPORT/ELABORATION: To what extent is the narrative developed by details that describe and explain the narrative elements (character, action and setting)?

1 = vague or sketchy details that add little to the clarity of the response or specific details but too few to be called list-like

2 = details that are clear and specific but are list-like, or uneven, or not developed

3 = somewhat-developed details that enhance the clarity of the response

CONVENTIONS: To what extent does the student use the conventions of standard written English (e.g., sentence formation, spelling, usage, capitalization, punctuation)?

1 = many errors

2 = some errors

3 = few errors

CONNECTICUT MASTERY TEST WRITING SAMPLE

I Want to Spend My Vacacion in The Beach And I want to go to Riverside Park And I want to go to alot Of fancy Places. I like to do This because is my vacacion and because is fun to go The. I want to spend my summer doing This because I like To go There A because I do not want to spend my summer in my house washind dishes and cleaning The house and washing The babies and its go to be boring and my father and mother wont like That because I am going to be twelve years old and I suppasto go out to not only my brother but me too and I wont like being in my house doing Those boring stuff.

FOCUS: 3

ORGANIZATION: 1

SUPPORT/ELABORATION: 2

CONVENTIONS: 2

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CONNECTICUT MASTERY TEST WRITING SAMPLE

FOCUS: 2
ORGANIZATION: 2
SUPPORT/ELABORATION: 2
CONVENTIONS: 3

Dear Mom,
I want to spend my summer with grandma and grandpa. I want to go because I know grandma is sick with canser. I didn't want to tell you because I know you'll cry. Grandpa lost his job because the place is going persit. Grandpa will have to find a way to get the money to get grandma her treatmit. Granpa just had a operapon on his back because it might be canseris. In two weeks the doctors are going to take the sitches out of his back. If you let me go I will wash cars to help grandma and grandpa. I will plant and water grandmas plants. I'll work intil grandma and grandpa feel a lot letter. Mayle grandpa will let me cut the grass and water it too. I want to see grandma smile again. I love grandma and grandpa very much. I will do anything for them. I miss you and a lot but I don't like living at Aunt house anymore. I want to go to grand ma's house this summer. Aunt is messy and a pig. Please! Ma!

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CONNECTICUT MASTERY TEST WRITING SAMPLE

Dear, Parents

I would like to sent my summer in Flordia, Because I think flordia is better then Hartford Because flordia has better things then Hartford Because Hartford is getting bording. When I went to see my aunt in flordia, Because I haven't seen her for along time sence she moved out of Hartford. And in Flordia has closer stors like the mall, food stores and they downtown is big and long.

FOCUS: 3
ORGANIZATION: 2
SUPPORT/ELABORATION: 1
CONVENTIONS: 2

Page 6

CONNECTICUT MASTERY TEST WRITING SAMPLE

Dear Mom

if I could spend my summer any way I wanted to. I would spend it Sky Diving. Because it sounds like fun. My Brother has Don it Before he said it was real fun. it would be so fun for me Jumping out of a plane waiting 10 seconds Then pulling the string and going up 5000 feet when the The paira sot opens up

I would Like to Do This Because I have never Don it Before and have always wanted try it and That is mostly why I would want to spend my summer Like This and you guys never Let me Do any thing Skaky.

So mom please Let me Spend the Sumer Doing Something Skaky and I will Be very great ful and give you pictures of me Jumpng out of the plane and also Let me go Because This would Be real fun for me

Love
Your
Son

FOCUS: 3
ORGANIZATION: 3
SUPPORT/ELABORATION: 2
CONVENTIONS: 2

Page 6

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APPENDIX G

Sample Grade Six Mastery Test Score Reports

- o Class Diagnostic Report
  - Mathematics
- o School by Class Report
  - Mathematics
- o District by School Report
  - Mathematics
- o Class Diagnostic Report
  - Language Arts
- o School by Class Report
  - Language Arts
- o District by School Report
  - Language Arts
- o Parent/Student Diagnostic Report

THE PSYCHOLOGICAL CORPORATION

CONNECTICUT MASTERY TESTING PROGRAM

CLASS DIAGNOSTIC REPORT

MATHEMATICS PART 1 OF 2

TEACHER: B C
GROUP CODE: 26161
SCHOOL: A
SCHOOL CODE:
DISTRICT: B DISTRICT
DISTRICT CODE:

GRADE: 06 FORM: D

TEST DATE: 09/91

NUMBER OF STUDENTS TESTED: 29

NUMBER OF STUDENTS NEEDING FURTHER DIAGNOSIS IN MATHEMATICS : 9

OBJECTIVES	MASTERY CRITERIA # OF ITEMS CORRECT	LE	MI	MA	KO	AN	BA	JO	MI	JO	AN	KI	EL	LU							NUMBER/PERCENT OF STUDENTS MASTERING EACH OBJECTIVE CLASS #/%	SCHOOL #/%	DISTRICT #/%
CONCEPTUAL UNDERSTANDINGS																							
1. Order whole numbers less than 100,000	3 of 4	3	3	4	4	4	4	3	4	4	4	4	4	4	3						28/97	55/95	1243/87
2. Id place value and use expanded notation	3 of 4	3	2	3	4	4	4	3	4	3	2	4	4	3	3						22/76	47/81	1086/76
3. Rename whole numbers by regrouping	3 of 4	1	2	0	1	2	0	4	3	1	1	1	1	1							3/10	4/7	166/12
4. Round whole numbers	3 of 4	2	1	3	4	3	1	4	3	3	4	4	3	3							18/62	27/47	638/45
5. Multiply/divide numbers by 10 and 100	3 of 4	4	2	0	2	3	3	4	2	1	4	3	0	2							15/52	30/52	892/62
6. Identify equiv fractions using pictures	3 of 4	2	1	2	3	1	1	4	1	2	1	4	1	2							4/14	8/14	307/21
7. Identify equiv fractions/mixed numbers	3 of 4	3	1	1	4	2	1	2	3	2	3	4	1	1							8/28	19/33	537/38
8. Convert mixed numbers/improper fractions	3 of 4	1	1	0	1	1	3	4	4	1	2	2	1	1							5/17	11/19	278/19
9. Identify decimals from pictures	3 of 4	1	2	3	4	4	4	4	2	4	3	2	0	2							13/45	20/34	483/34
10. Extend number/attribute patterns	3 of 4	3	2	4	4	4	3	4	4	4	4	3	3	3							25/86	49/84	1188/83
11. Identify procedure for making estimates	3 of 4	2	2	2	4	2	2	4	2	4	3	3	2	4							15/52	26/45	782/55
COMPUTATIONAL SKILLS																							
12. Add/sub whole numbers and money amounts	3 of 4	4	4	4	2	1	4	4	3	3	2	4	3	4							22/76	45/78	1266/88
13. Know multiplication and division facts	3 of 4	4	3	4	4	4	4	4	3	4	3	4	1	4							27/93	50/86	1330/93
14. Multiply whole numbers and money amounts	3 of 4	4	2	4	4	4	3	4	4	4	4	4	0	4							27/93	51/88	1291/90
15. Divide whole numbers by 1-digit numbers	3 of 4	4	2	2	3	0	0	4	1	0	4	4	0	4							15/52	29/50	902/63
16. Add/subtract fractions-like denominators	3 of 4	3	0	3	2	3	4	4	3	4	4	4	1	3							20/69	40/69	1000/70
17. Find fractional parts of whole numbers	3 of 4	3	1	1	3	3	3	3	1	3	0	4	1	1							13/45	23/40	515/36
18. Estimate sum/diff of whole #'s and money	3 of 4	3	1	0	3	2	4	3	1	2	4	4	1	0							13/45	24/41	502/35
19. Est prod/quot of whole #'s and money	3 of 4	1	0	3	3	1	2	4	2	1	3	4	0	1							8/28	16/28	438/31
20. Est sum/diff of fractions and mixed #'s	3 of 4	0	2	1	1	1	3	3	2	0	3	1	1	0							3/10	4/7	188/13

* INDICATES A SCORE AT OR ABOVE THE STATE GOAL
# INDICATES A SCORE BELOW THE REMEDIAL STANDARD. THIS STUDENT MUST RECEIVE FURTHER DIAGNOSIS

A = ABSENT
V = VOID

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CONNECTICUT MASTERY TESTING PROGRAM

CLASS DIAGNOSTIC REPORT

THE PSYCHOLOGICAL CORPORATION

MATHEMATICS PART 2 OF 2

PAGE 4

TEACHER: B C
GROUP CODE: 26161
SCHOOL: A
SCHOOL CODE:
DISTRICT: B DISTRICT
DISTRICT CODE:

GRADE: 06 FORM: D

TEST DATE: 09/91

NUMBER OF STUDENTS TESTED: 29

NUMBER OF STUDENTS NEEDING FURTHER DIAGNOSIS IN MATHEMATICS : 9

OBJECTIVES	MASTERY CRITERIA # OF ITEMS CORRECT	LEE	MIA	MAO	KAN	BAJ	OMI	JON	AKI	ELL	LU	NUMBER/PERCENT OF STUDENTS MASTERING EACH OBJECTIVE CLASS # / %	SCHOOL # / %	DISTRICT # / %
PROBLEM SOLVING AND APPLICATIONS														
21. Interpret graphs, tables and charts	3 of 4	1	4	3	4	3	3	4	3	3	3	4	3	3				24/83	44/76	1007/71
22. Identify graph best fitting given data	3 of 4	4	4	4	4	4	4	4	3	1	4	4	4	3				26/90	50/86	1224/86
23. Identify number sentences from problems	3 of 4	1	1	1	4	3	3	4	3	2	2	3	1	3				16/55	27/47	623/44
24. Solve 1-step probs-whole #'s and money	3 of 4	2	1	1	4	2	3	4	4	3	3	3	1	3				20/69	38/66	914/64
25. Solve problems involving making change	3 of 4	1	1	2	4	3	4	4	4	3	4	4	2	2				20/69	42/72	1042/73
26. Solve 1-step problems with fractions	3 of 4	1	1	2	3	1	3	3	3	1	2	4	2	1				11/38	24/41	512/36
27. Solve 2-step probs - whole #'s & money	3 of 4	2	0	1	3	2	3	4	3	0	2	3	2	1				7/24	16/28	457/32
28. Estimate a reasonable answer	3 of 4	3	1	2	4	1	1	3	1	2	1	3	0	1				7/24	16/28	381/27
29. Identify/solve extraneous info problems	3 of 4	0	0	0	1	3	1	1	1	0	1	4	1	0				3/10	8/14	265/19
30. Identify needed information in problems	3 of 4	2	1	0	3	3	2	3	3	0	2	4	1	3				11/38	15/26	502/35
31. Solve process problems - organizing data	3 of 4	2	2	2	3	2	2	4	3	1	1	4	1	3				13/45	25/43	560/39
MEASUREMENT AND GEOMETRY														
32. Identify geometric figures	3 of 4	2	3	2	2	4	3	3	2	3	2	4	3	2				16/55	31/53	867/60
33. Measure/determine perimeters and areas	3 of 4	2	1	1	2	2	1	1	2	1	2	1	1	3				2/7	8/14	222/15
34. Estimate lengths and areas	3 of 4	1	1	2	2	2	2	1	2	2	1	3	1	2				6/21	12/21	327/23
35. Pick approp metric/cust measures and units	3 of 4	2	2	3	3	3	4	3	0	3	0	3	3	2				18/62	28/48	667/46
36. Determine elapsed time	3 of 4	0	3	2	3	2	0	2	3	1	2	3	1	2				9/31	14/24	363/25
TOTAL NUMBER OF OBJECTIVES MASTERED (Mathematics State Goal = 31 of 36 objectives mastered)		14	7	13	26	18	22	§ 31	21	15	19	§ 31	9	17				AVERAGE NUMBER OF OBJECTIVES MASTERED (#/% AT/ABOVE STATE GOAL) 17.7 (2/7)	16.8 (3/5)	17.5 (76/5)
NUMBER OF ITEMS CORRECT (Mathematics remedial standard = 79 of 144 items correct)		* 77	* 60	* 72	109	89	90	123	91	* 75	92	121	* 54	80				#/% BELOW REMEDIAL STANDARD 9/31	23/40	573/40

§ INDICATES A SCORE AT OR ABOVE THE STATE GOAL

* INDICATES A SCORE BELOW THE REMEDIAL STANDARD. THIS STUDENT MUST RECEIVE FUTHER DIAGNOSIS.

A = ABSENT
V = VOID

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THE PSYCHOLOGICAL CORPORATION

CONNECTICUT MASTERY TESTING PROGRAM

SCHOOL BY CLASS REPORT

GRADE: 06 FORM: D TEST DATE: 09/91
SCHOOL: A
SCHOOL CODE:
DISTRICT: B DISTRICT
DISTRICT CODE:
Scores indicate Number/Percent of students mastering each objective

MATHEMATICS

PART 1 OF 2

OBJECTIVES	MASTERY CRITERIA	26451	26461	26471						SCHOOL	DISTRICT
NUMBER OF STUDENTS TESTED		22	24	22						68	1442
		#/%	#/%	#/%						#/%	#/%
CONCEPTUAL UNDERSTANDINGS											
1. Order whole numbers less than 100,000	3 of 4	19/86	22/92	20/95						61/91	1243/87
2. Id place value and use expanded notation	3 of 4	20/91	19/79	17/81						56/84	1086/76
3. Rename whole numbers by regrouping	3 of 4	3/14	4/17	1/5						8/12	166/12
4. Round whole numbers	3 of 4	8/36	10/42	10/48						28/42	638/45
5. Multiply/divide numbers by 10 and 100	3 of 4	16/73	18/75	18/86						52/78	892/62
6. Identify equiv fractions using pictures	3 of 4	4/18	3/13	5/24						12/18	307/21
7. Identify equiv fractions/mixed numbers	3 of 4	5/23	10/42	11/52						26/39	537/38
8. Convert mixed numbers/improper fractions	3 of 4	2/9	4/17	7/33						13/19	278/19
9. Identify decimals from pictures	3 of 4	10/45	10/42	12/57						32/48	483/34
10. Extend number/attribute patterns	3 of 4	20/91	19/79	19/90						58/87	1188/83
11. Identify procedure for making estimates	3 of 4	10/45	14/58	16/76						40/60	782/55
COMPUTATIONAL SKILLS											
12. Add/sub whole numbers and money amounts	3 of 4	21/95	22/92	20/95						63/94	1266/88
13. Know multiplication and division facts	3 of 4	20/91	24/100	21/100						65/97	1330/93
14. Multiply whole numbers and money amounts	3 of 4	20/91	23/96	20/95						63/94	1291/90
15. Divide whole numbers by 1-digit numbers	3 of 4	12/55	17/71	18/86						47/70	902/63
16. Add/subtract fractions-like denominators	3 of 4	16/73	15/63	14/67						45/67	1000/70
17. Find fractional parts of whole numbers	3 of 4	5/23	12/50	10/48						27/40	515/36
18. Estimate sum/diff of whole #'s and money	3 of 4	8/36	6/25	10/48						24/36	502/35
19. Est prod/quot of whole #'s and money	3 of 4	3/14	9/38	8/38						20/30	438/31
20. Est sum/diff of fractions and mixed #'s	3 of 4	3/14	4/17	3/14						10/15	188/13

* State Goal is 31 of 36 Objectives Mastered.
** Remedial Standard is 79 of 144 Items Correct.

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THE PSYCHOLOGICAL CORPORATION

CONNECTICUT MASTERY TESTING PROGRAM

SCHOOL BY CLASS REPORT

Page 2

GRADE: 06 FORM: D TEST DATE: 09/91
SCHOOL: A
SCHOOL CODE:
DISTRICT: B DISTRICT
DISTRICT CODE:
Scores indicate Number/Percent of students mastering each objective

MATHEMATICS

PART 2 OF 2

OBJECTIVES	MASTERY CRITERIA	26451	26461	26471						SCHOOL	DISTRICT
NUMBER OF STUDENTS TESTED		22	24	22						68	1442
		#/%	#/%	#/%						#/%	#/%
PROBLEM SOLVING AND APPLICATIONS											
21. Interpret graphs, tables and charts	3 of 4	15/75	19/79	18/82						52/79	1007/71
22. Identify graph best fitting given data	3 of 4	19/95	20/83	22/100						61/92	1224/86
23. Identify number santences from problems	3 of 4	8/40	14/58	11/50						33/50	623/44
24. Solve 1-step probs-whole #'s and money	3 of 4	15/75	16/67	18/82						49/74	914/64
25. Solve problems involving making change	3 of 4	15/75	20/83	17/77						52/79	1042/73
26. Solve 1-step problems with fractions	3 of 4	7/35	11/46	11/50						29/44	512/36
27. Solve 2-step probs - whole #'s & money	3 of 4	8/40	7/29	11/50						26/39	457/32
28. Estimate a reasonable answer	3 of 4	8/40	7/29	9/41						24/36	381/27
29. Identify/solve extraneous info problems	3 of 4	5/25	6/25	7/32						18/27	265/19
30. Identify needed information in problems	3 of 4	13/65	7/29	9/41						29/44	502/35
31. Solve process problems - organizing data	3 of 4	11/55	13/54	11/50						35/53	560/39
MEASUREMENT AND GEOMETRY											
32. Identify geometric figures	3 of 4	11/50	11/46	8/38						30/45	867/60
33. Measure/determine perimeters and areas	3 of 4	3/14	3/13	4/19						10/15	222/15
34. Estimate lengths and areas	3 of 4	7/32	10/42	6/29						23/34	327/23
35. Pick approp metric/cust measures and units	3 of 4	10/45	12/50	8/38						30/45	667/46
36. Determine elapsed time	3 of 4	9/41	6/25	8/38						23/34	363/25
AVERAGE NUMBER OF OBJECTIVES MASTERED		18.4	18.6	20.3						19.1	17.5
NUMBER/PERCENT OF STUDENTS AT OR ABOVE STATE GOAL*		1/5	0/0	2/10						3/5	76/5
NUMBER/PERCENT OF STUDENTS BELOW REMEDIAL STANDARD**		8/40	9/38	6/29						23/35	573/40

* State Goal is 31 of 36 Objectives Mastered.
** Remedial Standard is 79 of 144 Items Correct.

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CONNECTICUT MASTERY TESTING PROGRAM

DISTRICT BY SCHOOL REPORT

GRADE: 06 FORM: D TEST DATE: 09/91

MATHEMATICS

PART 1 OF 2

DISTRICT: B DISTRICT
DISTRICT CODE:
Scores indicate Number/Percent of students mastering each objective

OBJECTIVES	MASTERY CRITERIA	SCHOOL A	SCHOOL B	SCHOOL C	SCHOOL D	SCHOOL E	SCHOOL F	SCHOOL G	SCHOOL H		DISTRICT
NUMBER OF STUDENTS TESTED		48	76	44	55	31	36	41	58		1442
		#/%	#/%	#/%	#/%	#/%	#/%	#/%	#/%		#/%
CONCEPTUAL UNDERSTANDINGS											
1. Order whole numbers less than 100,000	3 of 4	40/85	59/80	38/86	45/82	25/81	32/89	35/85	55/95		1243/87
2. Id place value and use expanded notation	3 of 4	35/74	54/73	30/68	39/71	21/68	27/75	29/71	47/81		1086/76
3. Rename whole numbers by regrouping	3 of 4	3/6	9/12	3/7	7/13	2/6	4/11	4/10	4/7		166/12
4. Round whole numbers	3 of 4	21/45	33/45	21/48	18/33	13/42	13/36	19/46	27/47		638/45
5. Multiply/divide numbers by 10 and 100	3 of 4	29/62	41/55	27/61	31/56	12/39	17/47	21/51	30/52		892/62
6. Identify equiv fractions using pictures	3 of 4	7/15	11/15	4/9	11/20	4/13	10/28	6/15	8/14		307/21
7. Identify equiv fractions/mixed numbers	3 of 4	13/28	28/38	10/23	17/31	8/26	20/56	11/27	19/33		537/38
8. Convert mixed numbers/improper fractions	3 of 4	5/11	20/27	4/9	5/9	2/6	4/11	3/7	11/19		278/19
9. Identify decimals from pictures	3 of 4	16/34	17/23	16/36	22/40	7/23	16/44	16/39	20/34		483/34
10. Extend number/attribute patterns	3 of 4	37/79	54/73	36/82	43/78	22/71	32/89	36/88	49/84		1188/83
11. Identify procedure for making estimates	3 of 4	31/66	29/39	21/48	24/44	13/42	23/64	25/61	26/45		782/55
COMPUTATIONAL SKILLS											
12. Add/sub whole numbers and money amounts	3 of 4	44/92	70/93	34/77	47/85	26/84	32/89	38/93	45/78		1266/88
13. Know multiplication and division facts	3 of 4	42/88	72/96	42/95	46/84	27/87	34/94	33/80	50/86		1330/93
14. Multiply whole numbers and money amounts	3 of 4	39/81	68/91	39/89	44/80	24/77	33/92	36/88	51/88		1291/90
15. Divide whole numbers by 1-digit numbers	3 of 4	25/52	46/61	17/39	30/55	19/61	28/78	15/37	29/50		902/63
16. Add/subtract fractions-like denominators	3 of 4	29/60	50/67	24/55	40/73	20/65	30/83	23/56	40/69		1000/70
17. Find fractional parts of whole numbers	3 of 4	7/15	25/33	15/34	15/27	7/23	13/36	8/20	23/40		515/36
18. Estimate sum/diff of whole $'s and money	3 of 4	17/35	21/28	14/32	20/36	11/35	8/22	8/20	24/41		502/35
19. Est prod/quot of whols $'s and money	3 of 4	15/31	18/24	4/9	19/35	10/32	6/17	3/7	16/28		438/31
20. Est sum/diff of fractions and mixed $'s	3 of 4	4/8	8/11	4/9	5/9	4/13	8/22	4/10	4/7		188/13

* State Goal is 31 of 36 Objectives Mastered.
** Remedial Standard is 79 of 144 Items Correct.

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CONNECTICUT MASTERY TESTING PROGRAM

DISTRICT BY SCHOOL REPORT

GRADE: 06 FORM: D TEST DATE: 09/91

MATHEMATICS

PART 2 OF 2

DISTRICT: B DISTRICT
DISTRICT CODE:
Scores indicate Number/Percent of students mastering each objective

OBJECTIVES	MASTERY CRITERIA	SCHOOL A	SCHOOL B	SCHOOL C	SCHOOL D	SCHOOL E	SCHOOL F	SCHOOL G	SCHOOL H		DISTRICT
NUMBER OF STUDENTS TESTED		48	76	44	55	31	36	41	58		1442
		#/%	#/%	#/%	#/%	#/%	#/%	#/%	#/%		#/%
PROBLEM SOLVING AND APPLICATIONS											
21. Interpret graphs, tables and charts	3 of 4	25/52	56/74	26/59	35/64	21/68	26/72	30/73	44/76		1007/71
22. Identify graph best fitting given data	3 of 4	39/81	62/82	37/84	42/76	21/68	32/89	37/90	50/86		1224/86
23. Identify number sentences from problems	3 of 4	17/35	27/36	15/34	18/33	10/32	18/50	19/46	27/47		623/44
24. Solve 1-step probs-whole #'s and money	3 of 4	26/54	47/62	24/55	33/60	15/48	26/72	29/71	38/66		914/64
25. Solve problems involving making change	3 of 4	31/65	54/71	28/64	34/62	16/52	26/72	25/61	42/72		1042/73
26. Solve 1-step problems with fractions	3 of 4	17/35	28/37	8/18	13/24	7/23	14/39	13/32	24/41		512/36
27. Solve 2-step probs - whole #'s & money	3 of 4	11/23	23/30	10/23	6/11	5/16	12/33	9/22	16/28		457/32
28. Estimate a reasonable answer	3 of 4	8/17	22/29	11/25	9/16	3/10	10/28	4/10	16/28		381/27
29. Identify/solve extraneous info problems	3 of 4	5/10	15/20	7/16	8/15	2/6	5/14	8/20	8/14		265/19
30. Identify needed information in problems	3 of 4	11/23	22/29	14/32	21/38	6/19	15/42	17/41	15/26		502/35
31. Solve process problems - organizing data	3 of 4	15/31	27/36	11/25	15/27	7/23	11/31	17/41	25/43		560/39
MEASUREMENT AND GEOMETRY											
32. Identify geometric figures	3 of 4	30/63	46/61	21/48	30/55	21/68	34/94	24/59	31/53		867/60
33. Measure/determine perimeters and areas	3 of 4	7/15	13/17	5/11	5/9	1/3	1/3	5/12	8/14		222/15
34. Estimate lengths and areas	3 of 4	5/10	18/24	5/11	11/20	11/35	10/28	7/17	12/21		327/23
35. Pick approp metric/cust measures and units	3 of 4	21/44	39/52	15/34	25/45	16/52	17/47	16/39	28/48		667/46
36. Determine elapsed time	3 of 4	12/25	16/21	6/14	11/20	2/6	10/28	8/20	14/24		363/25
AVERAGE NUMBER OF OBJECTIVES MASTERED		15.6	16.6	14.7	15.3	14.2	18.3	15.6	16.8		17.5
NUMBER/PERCENT OF STUDENTS AT OR ABOVE STATE GOAL*		2/4	2/3	1/2	2/4	0/0	0/0	0/0	3/5		76/5
NUMBER/PERCENT OF STUDENTS BELOW REMEDIAL STANDARD**		21/45	34/46	28/64	27/49	19/61	11/31	14/34	23/40		573/40

* State Goal is 31 of 36 Objectives Mastered.
** Remedial Standard is 79 of 144 Items Correct.

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CONNECTICUT MASTERY TESTING PROGRAM

CLASS DIAGNOSTIC REPORT

LANGUAGE ARTS

TEACHER: M M
GROUP CODE: 01151
SCHOOL: A
SCHOOL CODE:
DISTRICT: B DISTRICT
DISTRICT CODE:

GRADE: 06 FORM: D

TEST DATE: 09/91

NUMBER OF STUDENTS TESTED: 29

NUMBER OF STUDENTS NEEDING FURTHER DIAGNOSIS
IN WRITING : 11
IN READING : 21

OBJECTIVES	MASTERY CRITERIA # OF ITEMS CORRECT	ANMI	BRJE	MOJO	TAAR	ETRC	AUSU	ROLA	NUMBER/PERCENT OF STUDENTS MASTERING EACH OBJECTIVE CLASS #/%	SCHOOL #/%	DISTRICT #/%
WRITING MECHANICS											
1 Capitalization and Punctuation	9 of 12	11	A	9	7	11	7	6	10	7	9	5	5	2	9/32	20/35	552/39
2. Spelling (words/homonyms/abbreviations)	7 of 9	8	A	9	5	8	6	6	8	3	9	8	8	7	19/68	46/81	1059/75
3. Agreement	11 of 15	10	A	10	10	15	7	10	13	10	12	9	8	6	12/43	24/42	667/48
4. Tone	3 of 4	3	A	4	4	4	0	3	2	2	2	4	2	4	16/57	34/60	962/69
STUDY SKILLS																	
5. Locating Information	8 of 11	8	A	8	9	9	6	9	7	8	7	7	10	7	15/54	33/58	823/59
6. Notetaking and Outlining	3 of 5	3	A	2	3	5	3	2	3	3	2	3	4	1	17/61	38/67	734/53
LISTENING COMPREHENSION																	
7. Literal	4 of 6	3	A	4	1	5	3	3	5	6	4	4	2	2	13/46	23/40	721/51
8. Inferential and Evaluative	10 of 14	6	A	9	7	11	4	3	10	7	6	12	6	4	9/32	16/28	534/38
READING COMPREHENSION																	
9. Literal	6 of 8	7	A	5	5	6	1	2	6	6	7	5	1	4	12/43	25/44	543/38
10. Inferential	10 of 14	11	A	8	10	11	5	6	8	4	10	3	2	7	10/36	19/33	403/28
11. Evaluative	10 of 14	9	A	8	8	11	4	4	10	5	7	10	4	3	4/14	7/12	363/26
															AVERAGE NUMBER OF OBJECTIVES MASTERED		
TOTAL NUMBER OF OBJECTIVES MASTERED		7		5	4	11	1	2	8	4	6	6	3	2	4.9	5.0	5.3
HOLISTIC MEASURES OF WRITING AND READING															#/% AT/ABOVE STATE GOALS (#/% BELOW REMEDIAL STANDARDS)		
WRITING SAMPLE		5													1/3 (11/38)	1/2 (17/29)	76/5 (334/24)
**Analytic Scores: Focus			*3	4	5	5	5	*3	§7	*3	5	5	*2	5			
Organization			3	2				3		3			1				
Support/Elaboration			3	1				1		1			3				
Conventions			1	2				2		2			2				
(State Goal = 7 of 8; Remedial Standard = 4 of 8)			3	2				3		2			2				
DEGREES OF READING POWER (DRP)™ (State Goal=56 DRP Units; Remedial Standard=50 DRP Units)		* 40	A	* 47	* 44	§ 59	* 40	* 42	§ 57	* 32	51	50	* 31	* 30	5/18 (21/75)	8/14 (39/68)	319/22 (815/57)

§ INDICATES A SCORE AT OR ABOVE THE STATE GOAL
* INDICATES A SCORE BELOW THE REMEDIAL STANDARD. THIS STUDENT MUST RECEIVE FURTHER DIAGNOSIS
** ANALYTIC SCORES ARE GIVEN ONLY FOR THOSE STUDENTS WHO SCORED AT OR BELOW THE REMEDIAL STANDARD
1 = NEEDS REMEDIAL ASSISTANCE 2 = BORDERLINE PERFORMANCE 3 = SATISFACTORY PERFORMANCE
A = ABSENT
V = VOID
NS = NOT SCORABLE

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THE PSYCHOLOGICAL CORPORATION

CONNECTICUT MASTERY TESTING PROGRAM

SCHOOL BY CLASS REPORT

Page 1

GRADE: 06 FORM: D TEST DATE: 09/91
SCHOOL: A
SCHOOL CODE:
DISTRICT: B DISTRICT
DISTRICT CODE:
Scores indicate Number/Percent of students mastering each objective

LANGUAGE ARTS

OBJECTIVES	MASTERY CRITERIA	01451	01461	01471						SCHOOL	DISTRICT
NUMBER OF STUDENTS TESTED		22	24	22						68	1442
WRITING MECHANICS											
1. Capitalization and Punctuation	9 of 12	7/35	13/54	15/71						35/54	552/39
2. Spelling (words/homonyms/abbreviations)	7 of 9	16/80	22/96	20/91						58/89	1059/75
3. Agreement	11 of 15	10/50	15/63	14/67						39/60	667/48
4. Tone	3 of 4	16/80	16/67	18/86						50/77	962/69
STUDY SKILLS											
5. Locating Information	8 of 11	13/65	17/71	17/81						47/72	823/59
6. Notetaking and Outlining	3 of 5	11/55	14/61	15/71						40/63	734/53
LISTENING COMPREHENSION											
7. Literal	4 of 6	12/60	12/52	9/41						33/51	721/51
8. Inferential and Evaluative	10 of 14	10/50	11/48	16/73						37/57	534/38
READING COMPREHENSION											
9. Literal	6 of 8	8/38	9/41	8/40						25/40	543/38
10. Inferential	10 of 14	10/48	9/41	7/35						26/41	403/28
11. Evaluative	10 of 14	9/43	4/18	7/35						20/32	363/26
HOLISTIC MEASURES OF WRITING AND READING										#/% OF STUDENTS AT STATED LEVEL	
WRITING SAMPLE* NUMBER/PERCENT PRODUCING MATERIAL THAT IS:	HOLISTIC SCORE	#/%	#/%	#/%						#/%	#/%
Well written with developed supportive detail (At or above the state goal)	7 or 8	2/12	1/4	0/0						3/5	76/5
Generally well organized with supportive detail	5 or 6	8/47	11/46	6/29						25/40	506/36
Minimally proficient	4	2/12	9/38	9/43						20/32	485/35
Below the remedial standard	2 or 3	5/29	3/13	6/29						14/23	334/24
DEGREES OF READING POWER (DRP)** NUMBER/PERCENT OF STUDENTS	DRP UNIT SCORE	#/%	#/%	#/%						#/%	#/%
At/above the reading goal for beginning grade 06	56+	9/47	4/17	6/29						19/30	319/22
Below the reading goal for beginning grade 06 but at or above the remedial standard	50 to 55	3/16	5/22	4/19						12/19	285/20
Below the remedial standard	Below 50	7/37	14/61	11/52						32/51	815/57
AVERAGE NUMBER OF OBJECTIVES MASTERED IN LANGUAGE ARTS		6.1	6.3	6.8						6.4	5.3
AVERAGE HOLISTIC WRITING SCORE		4.7	4.6	4.0						4.4	4.3
AVERAGE DRP UNIT SCORE		51	47	50						49	47

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* State Goal is 7 for Writing. Remedial Standard is 4 for Writing.

** State Goal is 56 DRP Units for Reading. Remedial Standard is 50 DRP Units For Reading.

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THE PSYCHOLOGICAL CORPORATION

CONNECTICUT MASTERY TESTING PROGRAM

DISTRICT BY SCHOOL REPORT

LANGUAGE ARTS

GRADE: 06 FORM: D TEST DATE: 09/91

DISTRICT: B DISTRICT
DISTRICT CODE:
Scores indicate Number/Percent of students mastering each objective

		SCHOOL A	SCHOOL B	SCHOOL C	SCHOOL D	SCHOOL E	SCHOOL F	SCHOOL G	SCHOOL H		DISTRICT
NUMBER OF STUDENTS TESTED		48	74	44	55	31	36	41	58		1442
OBJECTIVES	MASTERY CRITERIA	#/%	#/%	#/%	#/%	#/%	#/%	#/%	#/%		#/%
WRITING MECHANICS											552/39
1. Capitalization and Punctuation	9 of 12	15/31	35/47	15/34	19/37	8/28	17/47	14/35	20/35		1059/75
2. Spelling (words/homonyms/abbreviations)	7 of 9	35/73	46/63	34/77	34/63	18/62	31/86	31/79	46/81		667/48
3. Agreement	11 of 15	24/50	34/46	16/36	20/38	10/34	13/36	18/45	24/42		962/69
4. Tone	3 of 4	35/73	54/73	33/75	30/58	14/48	24/67	31/78	34/60		
STUDY SKILLS											823/59
5. Locating Information	8 of 11	31/65	46/62	22/50	21/40	7/24	21/58	20/50	33/58		734/53
6. Notetaking and Outlining	3 of 5	21/44	35/48	18/41	23/44	10/34	21/58	20/51	38/67		
LISTENING COMPREHENSION											721/51
7. Literal	4 of 6	25/52	30/41	12/27	28/52	10/34	20/56	16/41	23/40		534/38
8. Inferential and Evaluative	10 of 14	15/31	25/34	8/18	14/26	8/28	12/33	15/38	16/28		
READING COMPREHENSION											543/38
9. Literal	6 of 8	16/33	28/38	10/23	12/22	6/21	12/33	19/46	25/44		403/28
10. Inferential	10 of 14	10/21	18/25	11/25	8/15	6/21	11/31	17/41	19/33		363/26
11. Evaluative	10 of 14	9/19	17/23	10/23	7/13	5/17	9/25	14/34	7/12		
HOLISTIC MEASURES OF WRITING AND READING										#/% OF STUDENTS AT STATED LEVEL	
WRITING SAMPLE* NUMBER/PERCENT PRODUCING MATERIAL THAT IS:	HOLISTIC SCORE	#/%	#/%	#/%	#/%	#/%	#/%	#/%	#/%		#/%
Well written with developed supportive detail (At or above the state goal)	7 or 8	8/17	1/1	1/2	11/20	3/10	2/6	3/8	1/2		76/5
Generally well organized with supportive detail	5 or 6	20/42	34/48	14/33	24/44	6/19	18/50	13/33	19/33		506/36
Minimally proficient	4	16/33	19/27	17/40	12/22	9/29	11/31	13/33	21/36		485/35
Below the remedial standard	2 or 3	4/8	17/24	11/26	7/13	13/42	5/14	11/28	17/29		334/24
DEGREES OF READING POWER (DRP)** NUMBER/PERCENT OF STUDENTS	DRP UNIT SCORE	#/%	#/%	#/%	#/%	#/%	#/%	#/%	#/%		#/%
At/above the reading goal for beginning grade 06	56+	4/8	14/19	9/20	5/9	3/10	13/36	9/22	8/14		319/22
Below the reading goal for beginning grade 06 but at or above the remedial standard	50 to 55	15/31	17/23	4/9	10/19	6/20	18/50	13/32	10/18		285/20
Below the remedial standard	Below 50	29/60	42/58	31/70	38/72	21/70	5/14	19/46	39/68		815/57
AVERAGE NUMBER OF OBJECTIVES MASTERED IN LANGUAGE ARTS		4.9	5.0	4.3	4.1	3.5	5.3	5.5	5.0		5.3
AVERAGE HOLISTIC WRITING SCORE		4.9	4.3	4.1	5.2	4.1	4.7	4.4	4.0		4.3
AVERAGE DRP UNIT SCORE		45	46	46	45	44	54	49	44		47

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* State Goal is 7 for Writing. Remedial Standard is 4 for Writing.

** State Goal is 56 DRP Units for Reading. Remedial Standard is 50 DRP Units For Reading.

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Connecticut Mastery Testing Program

GRADE 6

PARENT / STUDENT DIAGNOSTIC REPORT

Your child's scores on the Connecticut Mastery Test are reported inside.

For a description of the Connecticut Mastery Testing Program, see the back cover of this folder.

For general information about your local district's testing program, please contact your superintendent of schools.

For further information on the Connecticut Mastery Testing Program, contact: Connecticut State Department of Education, Student Assessment and Testing, Box 2219, Hartford, Connecticut 06145, (203) 566-4008.

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CONNECTICUT MASTERY TESTING PROGRAM

GRADE 6 REPORT

MATHEMATICS

TEACHER: T A
SCHOOL: A
DISTRICT: B DISTRICT

GRADE: 06
TEST DATE: 09/91
FORM: D

STUDENT OBJECTIVES ANALYSIS FOR

U A

OBJECTIVES TESTED	MASTERY CRITERIA NUMBER CORRECT	STUDENT SCORE
CONCEPTUAL UNDERSTANDINGS	3 of 4	4
1. Order whole numbers less than one hundred thousand	3 of 4	4
2. Identify the value of a digit in whole numbers less than one hundred thousand and rewrite whole numbers using expanded notation	3 of 4	3
3. Rename whole numbers by regrouping 1000's, 100's, 10's and 1's	3 of 4	4
4. Round whole numbers less than one hundred thousand to the nearest 1000, 100 and 10	3 of 4	4
5. Multiply and divide multiples of 10 and 100 by 10 and 100	3 of 4	4
6. Identify equivalent fractions and mixed numbers using pictures	3 of 4	1
7. Identify equivalent fractions and mixed numbers	3 of 4	4
8. Convert between mixed numbers and improper fractions	3 of 4	4
9. Identify decimals (.01 to 2.99) from pictorial representations	3 of 4	4
10. Extend patterns involving numbers and attributes	3 of 4	3
11. Identify an appropriate procedure for making estimates for whole number computations		
COMPUTATIONAL SKILLS	3 of 4	4
12. Add and subtract 2-, 3- and 4-digit whole numbers and money amounts less than $100.00	3 of 4	3
13. Know multiplication and division facts	3 of 4	4
14. Multiply 2- and 3-digit whole numbers and money amounts less than $10.00 by 1-digit numbers	3 of 4	3
15. Divide 2- and 3-digit whole numbers by 1-digit numbers	3 of 4	3
16. Add and subtract fractions and mixed numbers with like denominators (without regrouping mixed numbers)	3 of 4	3
17. Find fractional parts of whole numbers	3 of 4	4
18. Estimate sums and differences of whole numbers and money amounts	3 of 4	2
19. Estimate products and quotients of whole numbers and money amounts (1-digit factor and 1-digit whole number divisor)		
20. Estimate sums and differences of fractions and mixed numbers		
PROBLEM SOLVING AND APPLICATIONS	3 of 4	3
21. Interpret graphs, tables and charts	3 of 4	4
22. Identify the graph that best illustrates given data	3 of 4	4
23. Identify number sentences from problems	3 of 4	4
24. Solve 1-step problems involving whole numbers and money amounts	3 of 4	4
25. Solve problems involving making change	3 of 4	4
26. Solve 1-step problems involving fractions	3 of 4	3
27. Solve 2-step problems involving whole numbers and money amounts	3 of 4	2
28. Estimate a reasonable answer to a given problem	3 of 4	4
29. Distinguish necessary from extraneous information and solve problems with extraneous information	3 of 4	3
30. Identify needed information in problem situations		
31. Solve process problems involving the organization of data		
MEASUREMENT AND GEOMETRY	3 of 4	3
32. Identify geometric figures	3 of 4	1
33. Measure/determine perimeters and areas	3 of 4	2
34. Estimate lengths and areas	3 of 4	4
35. Select appropriate metric or customary measures and units	3 of 4	4
36. Determine elapsed time		

This student has attained the state goal in mathematics by mastering 31 of 36 mathematics objectives.

TOTAL NUMBER OF OBJECTIVES MASTERED (out of 36) = 31
(State Goal is 31 of 36 Objectives Mastered)
NUMBER OF ITEMS CORRECT (out of 144) = 121
(Remedial Standard is 79 of 144 items correct)

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THE PSYCHOLOGICAL CORPORATION
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CONNECTICUT MASTERY TESTING PROGRAM

GRADE 6 REPORT

LANGUAGE ARTS

TEACHER: T A
SCHOOL: A
DISTRICT: B DISTRICT

GRADE: 06
TEST DATE: 09/91
FORM: D

STUDENT OBJECTIVES ANALYSIS FOR

U A

OBJECTIVES TESTED	MASTERY CRITERIA NUMBER CORRECT	STUDENT SCORE
WRITING MECHANICS		
1. Capitalization and Punctuation	9 of 12	10
2. Spelling (words, homonyms, and abbreviations)	7 of 9	8
3. Agreement (verb tense, subject-object-verb, and pronoun referent)	11 of 15	9
4. Tone	3 of 4	3
STUDY SKILLS		
5. Locating Information (schedules, maps, indexes, glossaries, dictionaries)	8 of 11	9
6. Notetaking and Outlining	3 of 5	2
LISTENING COMPREHENSION		
7. Literal (understands the meanings of ideas clearly stated by a speaker)	4 of 6	3
8. Inferential and Evaluative (understands the meanings of ideas not clearly stated, but implied, by a speaker and is able to make critical judgments about them)	10 of 14	7
READING COMPREHENSION		
9. Literal (understands the meanings of ideas clearly stated within a passage)	6 of 8	5
10. Inferential (understands the meanings of ideas not stated, but implied, within a passage)	10 of 14	7
11. Evaluative (able to make critical judgments about statements and inferences within a passage)	10 of 14	9
TOTAL NUMBER OF OBJECTIVES MASTERED (out of 11) =		4

WRITING SAMPLE	STUDENT SCORE
Holistic Writing Score (Remedial Standard is 4 of 8) (Writing Goal is 7 of 8)	2

This student has scored below the remedial standard on the writing test and demonstrated particular weakness in the area of: Support/Elaboration. School district personnel will provide further diagnosis. If necessary, remedial help will be provided. Questions concerning these scores should be directed to this student's teacher or principal.

DEGREES OF READING POWER (DRP)™	STUDENT SCORE
DRP Units (Remedial Standard is 50 DRP Units Reading Goal is 56 DRP Units)	55

This student has scored below the reading goal for beginning sixth graders but above the remedial standard.

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PARENT/STUDENT DIAGNOSTIC REPORT

Dear Parent:

Inside you will find the results of the Connecticut Mastery Test administered to your child earlier this fall. The test results help to show you and the school district's professional staff how well your child is performing on those skills identified by the State of Connecticut as important for students entering sixth grade to have mastered.

These tests are designed to determine the specific skill levels of students. The test results will be used to:

- provide your school with information for use in assessing the progress of individual students over time;
- provide your school with information based on which improvements in the general instructional program can be made; and
- provide information on appropriate basic skills remedial assistance for students so indicated.

Mastery testing will occur each fall in grades four, six, and eight for all students and in high school for those students for whom retesting is required.

If you have any questions about these test results, please ask your child's teacher(s). The teacher(s) will share with you other observations and recommendations based on experience in working with your son or daughter during the last several months.

Description of the Test

Mathematics: The mathematics test assesses thirty-six (36) specific objectives in four general areas of: (1) Conceptual Understandings; (2) Computational Skills; (3) Problem Solving/Applications; and (4) Measurement/Geometry. Test items evaluate a student's ability to: order, rename and round whole numbers; identify numerical equivalents; extend patterns; compute with whole numbers, decimals and fractions; estimate with whole numbers and money amounts; interpret tables, charts and graphs; solve problems involving whole numbers, money amounts and fractions; identify extraneous and needed information in problems; measure and estimate lengths and areas; and select appropriate measurement units.

Language Arts: The language arts test covers two general areas: Reading/Listening Comprehension, and Writing/Study Skills. There are eleven (11) objectives and two holistic measures, one in reading and one in writing.

The content of Reading/Listening Comprehension consists of narrative, expository, and persuasive passages on a variety of topics measuring a student's reading and listening ability in: (1) Literal Comprehension; (2) Inferential or Interpretive Comprehension; and (3) Evaluative or Critical Comprehension. Audio tapes are used to assess a student's listening comprehension ability. Also used is the "Degrees of Reading Power" (DRP) Test which includes eleven (11) passages and seventy-seven (77) test items. It is designed to measure a student's ability to understand nonfiction English prose on a graduated scale of reading difficulty.

The content of Writing/Study Skills consists of three components. First, writing skills are directly assessed. A student is asked to write on a designated topic. The writing is judged on the student's demonstrated ability to convey information in a coherent and organized fashion. Second, the test assesses the mechanics of good writing, which are defined as: (1) Capitalization and Punctuation; (2) Spelling (words, homonyms, and abbreviations); (3) Agreement; and (4) Tone. Finally the test assesses Study Skills, defined as Locating Information (schedules, maps, index/glossary references, and dictionary usage) and Outlining and Notetaking. This part of the test measures a student's ability to find and use information from listed sources, and to make notes from audio tapes.

APPENDIX H

Fall 1991 Grade Six

State by District Report:

Mathematics

CONNECTICUT MASTERY TESTING PROGRAM

STATE BY DISTRICT REPORT

MATHEMATICS GRADE 6

TEST DATE: 09/91

OBJECTIVES TESTED

CONCEPTUAL UNDERSTANDINGS

- order whole numbers less than 100,000
- id place value and use expanded notation
- rename whole numbers by regrouping
- round whole numbers
- multiply/divide numbers by 10 and 100
- id equivalent fractions using pictures
- id equivalent fractions & mixed numbers
- convert mixed #'s/improper fractions
- identify decimals from pictures
- extend number/attribute patterns
- id procedure for making estimates

COMPUTATIONAL SKILLS

- add/sub whole numbers and money amounts
- know multiplication and division facts
- multiply whole numbers & money amounts
- divide whole numbers by 1-digit numbers
- add/sub fractions-like denominators
- find fractional parts of whole numbers
- est sum/diff of whole #'s and money
- est. prod/quot of whole #'s and money
- est sum/diff of fractions & mixed #'s

PROBLEM SOLVING AND APPLICATIONS

- interpret graphs, tables and charts
- id graph best fitting given data
- id number sentences from problems
- solve 1-step probs-whole #'s & money
- solve problems involving making change
- solve 1-step problems with fractions
- solve 2-step probs-whole numbers & $
- estimate a reasonable answer
- id and solve extraneous info problems
- id needed information in problems
- solve process problems-data organization

MEASUREMENT AND GEOMETRY

- identify geometric figures
- measure/determine perimeters and areas
- estimate lengths and areas
- pick approp metric/cust measures & units
- determine elapsed time

TOTAL MATH

- Average Number of Objectives Mastered
- Percent of Students Needing Further Diagnosis
- Percent of Students Meeting State Goal

DISTRICT	NUMBER TESTED	TOC	ERG	SCORES INDICATE THE PERCENT OF STUDENTS MASTERING EACH OBJECTIVE				
ANDOVER	27	4	3	100 100 70 74 85 81 81 70 67 96 89	93 89 100 85 85 81 67 56 33	96 96 89 89 81 81 74 74 74 81 74	93 52 78 100 74	29.1 7 67
ANSONIA	166	5	6	94 86 30 65 83 55 60 49 47 92 79	96 98 97 88 86 67 64 61 19	87 99 75 83 87 63 55 54 44 65 64	72 32 47 77 46	24.7 11 27
ASHFORD	49	6	4	96 94 55 80 82 73 61 51 57 96 90	94 94 94 92 80 63 59 59 47	90 94 78 94 90 71 73 67 55 86 88	82 55 57 78 59	27.3 6 43
AVON	176	4	1	97 98 61 85 89 80 86 82 73 99 93	95 99 95 94 95 89 75 72 60	97 99 90 97 94 85 84 80 67 91 77	88 74 64 90 76	30.7 2 63
BARKHAMSTED	45	6	3	98 100 53 64 91 62 69 16 53 100 87	93 100 96 89 93 62 73 69 29	93 98 91 98 96 80 76 76 62 84 78	78 31 69 89 53	27.5 0 33
BERLIN	192	4	3	97 97 45 81 81 72 70 53 65 97 90	93 96 95 84 86 69 78 68 30	96 95 89 92 89 76 72 69 60 83 74	80 50 61 85 60	27.8 6 40
BETHANY	60	4	2	97 93 37 80 88 62 67 42 50 97 77	83 100 92 58 90 53 62 50 37	90 98 88 80 92 68 60 70 40 80 65	67 58 57 85 65	25.8 12 30
BETHEL	227	4	4	95 93 47 76 86 61 70 56 61 95 82	92 99 96 88 85 62 65 69 41	92 96 84 89 90 68 71 69 60 85 76	73 54 64 75 57	27.2 8 42
BLOOMFIELD	168	2	4	96 90 46 60 73 57 52 42 58 95 76	90 96 94 77 82 67 55 51 26	84 93 72 84 84 59 59 48 33 69 59	58 43 35 65 39	23.7 14 19
BOLTON	63	4	2	94 84 48 81 86 76 84 62 70 98 92	97 98 97 94 90 68 71 63 44	94 95 84 95 92 78 81 67 60 83 86	84 43 59 79 56	28.3 8 44
BOZRAH	28	5	3	96 100 32 75 75 64 79 71 54 100 71	89 100 96 86 93 71 64 71 21	96 93 79 89 89 71 68 68 54 82 71	64 86 50 75 64	27.1 7 46
BRANFORD	245	4	4	94 91 40 69 84 64 62 46 49 98 86	92 97 95 82 89 54 62 59 33	95 98 88 94 89 80 74 67 58 86 78	74 35 58 72 58	26.5 7 36
BRIDGEPORT	1442	1	7	87 76 12 45 62 21 38 19 34 83 55	88 93 90 63 70 36 35 31 13	71 86 44 64 73 36 32 27 19 35 39	60 15 23 46 25	17.5 40 5
BRISTOL	568	3	6	95 93 35 71 76 53 61 35 57 92 76	86 98 92 80 81 55 52 55 29	89 92 77 82 81 66 62 58 39 72 62	79 32 49 67 51	24.3 16 27
BROOKFIELD	177	4	2	96 93 53 71 90 67 53 46 69 94 79	86 96 93 80 90 63 59 49 41	92 99 83 90 85 72 63 59 56 84 78	82 56 60 84 55	26.7 8 42
BROOKLYN	96	6	5	95 98 57 64 84 72 61 40 57 97 77	91 97 88 76 86 55 48 53 42	88 94 84 81 84 74 64 55 46 77 67	70 30 55 86 52	25.6 17 31
CANAAN	14	6	4	100 92 38 69 69 69 46 54 46 85 77	93 100 86 86 64 50 57 50 14	83 100 83 92 92 58 83 67 42 83 67	86 93 57 86 36	25.6 17 33
CANTERBURY	89	6	3	99 91 38 63 93 71 70 84 65 93 76	94 100 100 98 87 64 72 69 47	95 100 89 98 92 80 79 74 59 79 78	88 61 54 85 54	28.4 2 48
CANTON	90	4	2	98 96 66 79 94 84 86 72 70 98 83	94 96 94 88 87 74 64 68 56	97 100 86 92 90 76 78 71 64 92 77	74 61 57 82 59	29.0 3 56
CHAPLIN	37	6	5	95 97 43 68 84 57 62 43 51 95 78	84 95 92 70 84 32 57 54 38	100 97 76 89 86 76 62 65 65 76 76	62 46 57 84 57	25.5 14 38
CHESHIRE	335	2	2	97 98 49 81 84 72 71 48 64 99 87	89 99 93 80 87 70 65 64 45	96 99 89 93 92 76 78 73 59 86 80	73 42 59 75 63	27.7 5 44
CHESTER	36	6	3	100 97 47 72 92 78 78 39 58 100 92	97 97 100 86 100 72 69 64 39	97 97 83 86 92 75 69 69 53 78 72	81 31 67 89 47	27.6 6 31
CLINTON	173	5	4	97 94 60 77 73 76 50 58 67 98 80	83 92 81 44 85 61 57 47 44	94 96 81 80 87 71 53 49 49 81 71	72 31 59 69 73	25.4 12 33
COLCHESTER	142	5	5	94 95 45 64 68 63 63 60 66 93 75	95 94 92 75 89 57 55 44 26	92 91 73 80 85 70 56 54 42 75 65	78 25 48 69 49	24.7 9 24
COLEBROOK	15	6	3	87 87 40 60 73 53 33 47 53 93 73	73 93 87 47 73 47 40 60 40	93 93 80 87 80 80 53 73 53 80 67	67 20 47 67 33	23.3 13 33
COLUMBIA	51	5	3	96 90 69 67 76 78 67 51 59 98 67	84 92 92 65 82 73 59 51 49	92 98 78 86 78 59 57 53 53 90 71	65 55 49 80 65	25.9 10 39
CORNWALL	16	6	3	100 100 100 100 100 100 94 94 88 100 100	100 100 100 100 100 94 81 94 94	100 100 94 100 100 100 88 100 94 100 94	100 94 88 100 88	34.8 0 100
COVENTRY	147	4	3	89 93 44 70 74 61 61 40 53 93 76	90 97 95 71 82 54 58 48 32	88 95 80 86 84 67 66 62 48 82 63	78 54 55 73 56	25.2 13 35

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CONNECTICUT MASTERY TESTING PROGRAM

STATE BY DISTRICT REPORT

MATHEMATICS GRADE 6

TEST DATE: 09/91

OBJECTIVES TESTED

CONCEPTUAL UNDERSTANDINGS: Id place value and use expanded notation; order whole numbers less than 100,000; rename whole numbers by regrouping; round whole numbers; multiply/divide numbers by 10 and 100; id equivalent fractions using pictures; convert mixed #'s/improper fractions; identify decimals from pictures; extend number/attribute patterns; id procedure for making estimates

COMPUTATIONAL SKILLS: add/sub whole numbers and money amounts; know multiplication and division facts; multiply whole numbers & money amounts; divide whole numbers by 1-digit numbers; add/sub fractions-like denominators; find fractional parts of whole numbers; est sum/diff of whole #'s and money; est sum/diff of fractions & mixed #'s; est product of whole #'s and money; interpret graphs, tables and charts

PROBLEM SOLVING AND APPLICATIONS: id graph best fitting given data; id number sentences from problems; solve 1-step probs-whole #'s & money; solve problems involving making change; solve 1-step problems with fractions; solve 2-step probs-whole numbers & $; estimate a reasonable answer; id and solve extraneous info problems; id needed information in problems; solve process problems-data organization

MEASUREMENT AND GEOMETRY: identify geometric figures; measure/determine perimeters and areas; estimate lengths and areas; pick approp metric/cust measures & units; determine elapsed time

TOTAL MATH: Average Number of Objectives Mastered; Percent of Students Needing Further Diagnosis; Percent of Students Meeting State Goal

| DISTRICT | NUMBER TESTED | TOC | ERG | SCORES INDICATE THE PERCENT OF STUDENTS MASTERING EACH OBJECTIVE | | |

CONNECTICUT MASTERY TESTING PROGRAM

STATE BY DISTRICT REPORT

MATHEMATICS GRADE 6

TEST DATE: 09/91

OBJECTIVES TESTED

CONCEPTUAL UNDERSTANDINGS

- id place value and use expanded notation
- order whole numbers less than 100,000
- round whole numbers
- rename whole numbers by regrouping
- id equivalent fractions using pictures
- multiply/divide numbers by 10 and 100
- convert mixed #'s/improper fractions
- id equivalent fractions & mixed numbers
- extend number/attribute patterns
- identify decimals from pictures
- add/sub whole numbers and money amounts
- id procedure for making estimates
- multiply whole numbers and money amounts
- know multiplication and division facts
- add/sub fractions-like denominators
- divide whole numbers & money amounts
- est sum/diff of whole #'s and money
- find fractional parts of whole numbers
- est prod/quot of whole #'s and money
- id graph best fitting given data
- interpret graphs, tables and charts
- solve 1-step probs-whole #'s & money
- id number sentences from problems
- solve 1-step problems involving making change
- solve 2-step probs-whole numbers & $
- estimate a reasonable answer
- id and solve extraneous info problems
- id needed information in problems
- solve process problems-data organization
- identify geometric figures
- measure/determine perimeters and areas
- estimate lengths and areas
- pick approp metric/cust measures & units
- determine elapsed time

TOTAL MATH

- Average Number of Objectives Mastered
- Percent of Students Needing Further Diagnosis
- Percent of Students Meeting State Goal

| DISTRICT | NUMBER TESTED | TOC | ERG | SCORES INDICATE THE PERCENT OF STUDENTS MASTERING EACH OBJECTIVE | | |

CONNECTICUT MASTERY TESTING PROGRAM

STATE BY DISTRICT REPORT

MATHEMATICS GRADE 6

TEST DATE: 09/91

OBJECTIVES TESTED

CONCEPTUAL UNDERSTANDINGS: Id place value and use expanded notation; **rename whole numbers less than 100,000**; round whole numbers; **multiply/divide numbers by regrouping**; **id equivalent fractions by 10 and 100**; convert mixed #'s/improper fractions using pictures; **id equivalent fractions & mixed numbers**; **identify decimals from pictures**; extend number/attribute patterns; **id procedure for making estimates**

COMPUTATIONAL SKILLS: add/sub whole numbers and money amounts; **know multiplication and division facts**; multiply whole numbers & money amounts; **divide whole numbers by 1-digit numbers**; add/sub fractions-like denominators; **find fractional parts of whole numbers**; est sum/diff of whole #'s and money; **est prod/quot of whole #'s and money**; est sum/diff of fractions & mixed #'s

PROBLEM SOLVING AND APPLICATIONS: **interpret graphs, tables and charts**; id graph best fitting given data; **id number sentences from problems**; solve 1-step probs-whole #'s & money; **solve problems involving making change**; solve 1-step problems with fractions; **solve 2-step probs-whole numbers & $**; estimate a reasonable answer; **id and solve extraneous info problems**; id needed information in problems; **solve process problems-data organization**

MEASUREMENT AND GEOMETRY: identify geometric figures; **measure/determine perimeters and areas**; estimate lengths and areas; **pick approp metric/cust measures & units**; determine elapsed time

TOTAL MATH: **Percent of Students Meeting State Goal**; Percent of Students Needing Further Diagnosis; **Average Number of Objectives Mastered**

| DISTRICT | NUMBER TESTED | TOC | ERG | SCORES INDICATE THE PERCENT OF STUDENTS MASTERING EACH OBJECTIVE | | |

CONNECTICUT MASTERY TESTING PROGRAM

STATE BY DISTRICT REPORT

MATHEMATICS GRADE 6

TEST DATE: 09/91

OBJECTIVES TESTED

CONCEPTUAL UNDERSTANDINGS: Id place value and use expanded notation; Rename whole numbers by regrouping; Round whole numbers; Multiply/divide numbers by 10 and 100; Id equivalent fractions using pictures; Convert mixed #'s/improper fractions; Identify decimals from pictures; Extend number/attribute patterns; Id procedure for making estimates; Order whole numbers less than 100,000

COMPUTATIONAL SKILLS: Add/sub whole numbers and money amounts; Know multiplication and division facts; Multiply whole numbers & money amounts; Divide whole numbers by 1-digit numbers; Add/sub fractions-like denominators; Find fractional parts of whole numbers; Est. sum/diff. of whole #'s and money; Est. product of whole #'s and money; Est. sum/diff. of fractions & mixed #'s

PROBLEM SOLVING AND APPLICATIONS: Interpret graphs, tables and charts; Id graph best fitting given data; Id number sentences from problems; Solve 1-step problems with money; Solve problems involving making change; Solve 2-step problems with fractions; Estimate a reasonable answer; Id and solve extraneous whole numbers & $; Id needed information in problems; Solve process problems into problems

MEASUREMENT AND GEOMETRY: Identify geometric figures; Measure/determine data organization; Estimate lengths and areas; Pick appropr. metric/cust. measures and areas; Determine perimeters and areas; Determine elapsed time

TOTAL MATH: Percent of Students Meeting State Goal; Average Number of Objectives Mastered; Percent of Students Needing Further Diagnosis

SCORES INDICATE THE PERCENT OF STUDENTS MASTERING EACH OBJECTIVE

| DISTRICT | NUMBER TESTED | TOC | ERG | | |

CONNECTICUT MASTERY TESTING PROGRAM

STATE BY DISTRICT REPORT

MATHEMATICS GRADE 6

TEST DATE: 09/91

OBJECTIVES TESTED

CONCEPTUAL UNDERSTANDINGS: Id place value and use expanded notation; **order whole numbers less than 100,000**; **rename whole numbers by regrouping**; round whole numbers; **multiply/divide numbers by 10 and 100**; Id equivalent fractions using pictures; convert mixed #'s/improper fractions; **Id equivalent fractions & mixed numbers**; **identify decimals from pictures**; extend number/attribute patterns; **Id procedure for making estimates**

COMPUTATIONAL SKILLS: add/sub whole numbers and money amounts; **know multiplication and division facts**; multiply whole numbers & money amounts; **divide whole numbers by 1-digit numbers**; add/sub fractions-like denominators; **find fractional parts of whole numbers**; est sum/diff of whole #'s and money; **est. prod/quot of whole #'s and money**; est sum/diff of fractions & mixed #'s

PROBLEM SOLVING AND APPLICATIONS: Id graph best fitting given data; **Id number sentences from problems**; solve 1-step probs-whole #'s & money; **solve problems involving making change**; solve 1-step problems with fractions; **solve 2-step probs-whole numbers & $**; estimate a reasonable answer; **Id and solve extraneous answer**; id needed information in problems; **solve process problems-data organization**

MEASUREMENT AND GEOMETRY: identify geometric figures; **measure/determine perimeters and areas**; estimate lengths and areas; **pick approp metric/cust measures & units**; determine elapsed time

TOTAL MATH: **Average Number of Objectives Mastered**; Percent of Students Needing Further Diagnosis; **Percent of Students Meeting State Goal**

| DISTRICT | NUMBER TESTED | TOC | ERG | SCORES INDICATE THE PERCENT OF STUDENTS MASTERING EACH OBJECTIVE | | |

CONNECTICUT MASTERY TESTING PROGRAM

STATE BY DISTRICT REPORT

MATHEMATICS GRADE 6

TEST DATE: 09/91

OBJECTIVES TESTED

DISTRICT	NUMBER TESTED	TOC	ERG	CONCEPTUAL UNDERSTANDINGS: id place value and use expanded notation	order whole numbers less than 100,000	rename whole numbers by regrouping	round whole numbers	multiply/divide numbers by 10 and 100	id equivalent fractions using pictures	convert mixed #'s/improper fractions	id equivalent fractions & mixed numbers	identify decimals from pictures	extend number/attribute patterns	id procedure for making estimates	COMPUTATIONAL SKILLS: add/sub whole numbers and money amounts	know multiplication and division facts	multiply whole numbers & money amounts	divide whole numbers by 1-digit numbers	add/sub fractions-like denominators	find fractional parts of whole numbers	est sum/diff of whole #'s and money	est. prod/quot of whole #'s and money	est sum/diff of fractions & mixed #'s	interpret graphs, tables and charts	id graph best fitting given data	id number sentences from problems	solve 1-step probs-whole #'s & money	solve problems involving making change	solve 1-step problems with fractions	solve 2-step probs-whole numbers & $	estimate a reasonable answer	id and solve extraneous into problems	id needed information in problems	solve process problems-data organization	PROBLEM SOLVING AND APPLICATIONS: identify geometric figures	measure/determine perimeters and areas	estimate lengths and areas	pick approp metric/cust measures & units	determine elapsed time	MEASUREMENT AND GEOMETRY	Average Number of Objectives Mastered	Percent of Students Needing Further Diagnosis	Percent of Students Meeting State Goal
				SCORES INDICATE THE PERCENT OF STUDENTS MASTERING EACH OBJECTIVE																																											
TOC 1 TOTAL	6082			88	78	19	51	64	26	40	23	38	84	53	82	91	86	64	70	41	35	32	15	73	84	50	65	71	38	35	31	22	43	42	57	22	26	45	29	18.2	39	9
TOC 2 TOTAL	6972			97	93	46	75	84	67	66	52	63	96	83	92	98	95	85	86	67	63	61	36	93	97	83	89	88	72	71	66	54	79	73	77	49	55	75	61	26.9	8	40
TOC 3 TOTAL	7704			94	89	40	68	76	55	58	42	55	93	76	87	95	91	76	80	58	54	52	30	88	93	75	83	82	63	60	55	45	71	65	72	44	49	69	52	24.4	17	30
TOC 4 TOTAL	6433			96	94	48	76	85	68	66	53	63	96	84	91	98	94	84	85	65	64	61	39	93	97	85	91	89	74	72	66	57	84	74	77	51	58	79	62	27.2	8	42
TOC 5 TOTAL	3771			96	93	50	74	82	69	62	50	62	96	84	90	96	93	78	86	64	61	58	36	93	97	84	88	87	72	68	64	54	83	74	76	49	58	78	61	26.7	8	38
TOC 6 TOTAL	2635			95	93	45	68	76	63	58	45	58	93	80	88	95	91	75	84	57	56	53	34	91	94	80	87	86	69	65	58	50	76	71	74	45	53	78	54	25.4	12	33
ERG 1 TOTAL	2071			97	96	59	83	88	80	78	68	70	97	89	93	98	96	88	90	78	73	69	50	96	98	90	95	92	83	80	76	66	91	81	82	64	65	84	71	29.5	3	56
ERG 2 TOTAL	5676			97	94	49	78	86	71	67	52	67	96	85	91	97	94	83	87	66	66	62	42	93	97	86	91	89	76	74	68	59	85	77	76	52	60	80	65	27.6	7	44
ERG 3 TOTAL	3832			96	93	43	75	83	66	65	50	59	96	83	91	97	95	83	84	65	65	61	33	93	96	85	91	89	73	72	66	55	82	74	76	46	58	78	60	26.8	7	37
ERG 4 TOTAL	5033			96	92	48	72	81	64	60	50	59	95	80	89	96	92	77	84	61	59	55	36	91	96	81	86	86	69	65	61	51	78	72	72	50	54	73	59	25.9	11	36
ERG 5 TOTAL	4409			97	93	43	72	81	63	60	45	60	96	83	91	98	94	83	83	61	59	58	31	92	96	80	88	86	69	66	61	51	76	71	77	46	52	76	57	26.0	9	33
ERG 6 TOTAL	8179			92	86	34	63	72	48	53	37	52	91	70	85	93	90	72	77	54	48	46	25	85	91	70	79	79	57	54	48	37	64	59	69	38	42	64	45	22.7	22	24
ERG 7 TOTAL	4397			87	77	18	47	64	22	38	21	36	83	52	82	91	86	64	70	40	33	31	13	70	83	46	63	70	36	31	28	19	39	39	57	20	23	42	25	17.5	41	7
STATE TOTAL	33597			94	90	40	69	78	57	58	44	56	93	76	88	96	92	77	81	59	56	53	31	88	94	76	83	83	64	61	56	46	72	66	72	43	49	70	53	24.7	16	32

APPENDIX I

Fall 1991 Grade Six

State by District Report:

Language Arts

CONNECTICUT MASTERY TESTING PROGRAM

STATE BY DISTRICT REPORT

LANGUAGE ARTS GRADE 6

TEST DATE: 09/91

				OBJECTIVES TESTED														TOTAL LANGUAGE ARTS	DEGREES OF READING POWER (DRP)		WRITING SAMPLE											
				WRITING MECHANICS				STUDY SKILLS		LISTENING COMPREHENSION		READING COMPREHENSION																				
				capitalization and punctuation	spelling (words/homonyms/abbreviations)	agreement	tone	locating information	notetaking and outlining	literal	inferential and evaluative	literal	inferential	evaluative				Average Number of Objectives Mastered	Below 50 (% Needing Further Diagnosis)	50-55 56+ (% Meeting State Goal)	Average DRP Score	2	3	4	5	6	7	8	Average Holistic Score	% of Students Needing Further Diagnosis		% of Students Meeting State Goal	
MASTERY CRITERIA (NUMBER CORRECT/NUMBER POSSIBLE)				9/12	7/9	11/15	3/4	8/11	3/5	4/6	10/14	6/8	10/14	10/14																		
DISTRICT	NUMBER TESTED	TOC	ERG	SCORES REPRESENT THE PERCENT OF STUDENTS MASTERING EACH OBJECTIVE																												
ANDOVER	28	4	3	61	86	93	86	86	89	82	93	61	75	75	8.9	14	7	79	62	14	4	25	25	18	14	0	4.7	18	14			
ANSONIA	162	5	6	54	84	76	80	83	79	70	76	60	56	58	7.8	22	19	59	57	2	6	30	19	24	13	5	5.2	8	18			
ASHFORD	49	6	4	65	96	94	100	96	92	90	90	82	71	82	9.6	10	16	73	61	0	0	4	8	24	31	33	6.8	0	63			
AVON	176	4	1	78	93	94	94	97	95	84	86	84	81	84	9.7	7	10	83	64	0	2	14	33	24	19	8	5.7	2	27			
BARKHAMSTED	46	6	3	78	74	91	93	93	98	87	87	76	85	87	9.5	7	15	78	62	0	2	13	33	26	22	4	5.7	2	26			
BERLIN	192	4	3	66	78	94	92	95	89	79	78	76	73	74	8.9	13	13	74	61	2	15	37	28	14	3	2	4.5	17	4			
BETHANY	60	4	2	72	78	87	82	78	93	82	90	70	73	72	8.8	23	13	63	60	8	3	37	18	25	3	5	4.8	12	8			
BETHEL	227	4	4	74	85	89	86	92	89	85	87	78	72	79	9.2	15	15	71	61	4	9	23	24	21	14	4	5.1	13	18			
BLOOMFIELD	168	2	4	53	82	76	82	85	76	60	62	60	57	57	7.5	27	24	48	55	1	10	38	24	17	5	4	4.8	11	10			
BOLTON	62	4	2	79	94	95	92	97	94	87	90	81	82	77	9.7	3	18	79	63	0	7	32	35	15	8	3	5.0	7	12			
BOZRAH	28	5	3	79	71	93	86	89	89	93	89	74	67	81	9.2	15	4	81	64	15	15	26	7	22	11	4	4.6	30	15			
BRANFORD	245	4	4	67	85	89	87	85	90	81	86	78	69	74	8.9	16	14	70	60	1	7	23	28	26	10	5	5.2	8	15			
BRIDGEPORT	1442	1	7	39	75	48	69	89	83	51	38	38	28	26	5.3	57	20	22	47	8	15	35	23	13	4	2	4.3	24	5			
BRISTOL	569	3	6	59	86	80	84	86	81	73	75	65	56	62	8.1	23	18	59	57	6	12	29	22	21	10	2	4.8	17	11			
BROOKFIELD	177	4	2	74	88	89	89	89	90	88	85	76	79	73	9.2	9	10	81	63	8	10	26	26	21	4	6	4.8	18	10			
BROOKLYN	95	6	5	72	84	85	85	83	82	76	75	72	64	61	8.4	24	15	61	59	7	13	37	24	14	4	1	4.4	20	5			
CANAAN	13	6	4	67	77	92	100	92	83	88	85	83	83	83	9.3	0	15	85	67	0	0	8	31	38	23	0	5.8	0	23			
CANTERBURY	88	6	3	74	85	92	89	95	90	82	89	72	60	77	9.0	11	18	70	61	2	10	27	32	18	10	0	4.8	13	10			
CANTON	90	4	2	82	87	92	89	94	91	89	86	83	82	90	9.7	11	7	82	63	2	3	18	22	24	24	7	5.6	6	30			
CHAPLIN	37	6	5	62	81	81	89	86	84	89	76	68	81	78	8.8	11	19	70	61	8	3	35	19	16	14	5	4.9	11	19			
CHESHIRE	335	2	2	78	88	93	91	93	94	81	90	83	82	84	9.6	9	9	82	63	3	7	30	23	23	11	4	5.1	9	15			
CHESTER	36	6	3	50	78	86	92	83	92	78	78	76	74	65	8.7	21	3	76	61	0	6	31	23	20	9	11	5.3	6	20			
CLINTON	174	5	4	69	82	91	87	90	92	77	82	68	67	71	8.8	15	16	69	61	1	6	31	25	23	12	2	5.1	7	13			
COLCHESTER	140	5	5	64	75	80	80	84	81	75	82	68	54	61	8.0	21	19	59	57	7	11	36	15	19	6	6	4.7	18	12			
COLEBROOK	15	6	3	40	60	73	93	87	80	67	73	60	67	80	7.8	20	27	53	57	13	27	33	13	13	0	0	3.9	40	0			
COLUMBIA	50	5	3	66	90	82	96	82	92	86	84	76	68	74	9.0	14	28	58	58	6	2	16	27	27	18	4	5.4	8	22			
CORNWALL	16	6	3	88	100	100	100	100	100	94	100	100	94	100	10.8	0	0	100	80	0	7	20	33	20	20	0	5.3	7	20			
COVENTRY	147	4	3	55	77	88	86	90	90	77	81	75	70	71	8.6	17	17	66	59	10	18	35	17	13	7	3	4.4	28	10			

CONNECTICUT MASTERY TESTING PROGRAM

STATE BY DISTRICT REPORT

LANGUAGE ARTS GRADE 6

TEST DATE: 09/91

				OBJECTIVES TESTED											TOTAL LANGUAGE ARTS	DEGREES OF READING POWER (DRP)			WRITING SAMPLE															
				WRITING MECHANICS				STUDY SKILLS		LISTENING COMPREHENSION		READING COMPREHENSION																				
				capitalization and punctuation	spelling (words/homonyms/abbreviations)	agreement	tone	locating information	notetaking and outlining	literal	inferential and evaluative	literal	inferential	evaluative	Average Number of Objectives Mastered	Below 50 (% Needing Further Diagnosis)	50-55	56+ (% Meeting State Goal)	Average DRP Score	2	3	4	5	6	7	8	Average Holistic Score	% of Students Needing Further Diagnosis	% of Students Meeting State Goal						
MASTERY CRITERIA (NUMBER CORRECT/NUMBER POSSIBLE)				9/12	7/9	11/15	3/4	8/11	3/5	4/6	10/14	6/8	10/14	10/14																		
DISTRICT	NUMBER TESTED	TOC	ERG	SCORES REPRESENT THE PERCENT OF STUDENTS MASTERING EACH OBJECTIVE																												
CROMWELL	122	4	4	57	90	89	87	93	89	80	80	85	80	77	9.1	11	10	79	61	1	4	19	33	24	15	4	5.4	5	19						
DANBURY	528	3	6	61	81	77	88	87	80	69	71	65	61	60	8.0	28	19	52	55	5	11	28	20	19	9	8	5.0	16	17						
DARIEN	201	2	1	82	89	96	93	95	92	85	84	81	82	82	9.6	9	12	79	62	5	12	28	26	17	9	2	4.7	18	11						
DEEP RIVER	43	6	5	60	84	93	91	91	93	84	95	79	81	79	9.3	12	12	77	61	2	12	42	28	12	5	0	4.5	14	5						
DERBY	86	5	6	55	86	85	95	88	91	84	70	64	53	66	8.4	20	24	56	57	5	12	31	27	12	9	5	4.8	16	14						
EASTFORD	17	6	3	63	76	88	88	81	75	88	82	53	65	71	8.2	18	12	71	60	0	35	35	18	12	0	0	4.1	35	0						
EAST GRANBY	45	4	2	71	91	98	91	93	91	87	93	87	87	89	9.8	18	9	73	61	0	2	7	20	27	27	18	6.2	2	44						
EAST HADDAM	95	5	4	62	82	93	88	93	91	85	92	73	78	84	9.2	13	13	75	61	18	15	38	21	6	2	0	3.9	33	2						
EAST HAMPTON	156	5	3	68	83	91	91	91	89	75	81	73	72	79	9.0	13	12	76	61	7	11	30	20	17	7	9	4.9	18	16						
EAST HARTFORD	393	2	6	59	80	81	85	90	80	74	74	71	67	64	8.3	17	17	66	59	4	18	31	22	14	8	3	4.6	22	12						
EAST HAVEN	233	2	5	54	85	83	87	86	84	71	76	72	63	70	8.3	16	21	62	58	4	9	39	22	15	9	2	4.7	13	11						
EAST LYME	189	4	2	64	89	84	94	90	84	77	76	70	74	73	8.7	13	12	76	61	8	9	38	21	19	4	2	4.5	16	5						
EASTON	65	4	1	75	92	98	98	95	98	75	94	89	86	88	9.9	6	11	83	62	0	0	8	9	37	35	11	6.3	0	46						
EAST WINDSOR	72	4	5	72	88	94	93	93	93	86	90	71	64	79	9.2	8	10	82	63	4	6	26	33	21	8	1	4.9	10	10						
ELLINGTON	144	4	3	67	89	92	93	92	90	77	85	73	77	78	9.1	6	16	78	63	1	4	18	32	22	15	8	5.5	5	23						
ENFIELD	418	3	5	56	79	87	91	94	85	77	83	70	67	70	8.6	16	15	69	60	8	12	22	27	16	10	6	4.8	20	16						
ESSEX	57	6	4	68	93	91	96	95	89	84	93	84	78	84	9.5	11	13	77	63	2	4	14	16	30	19	16	5.9	5	35						
FAIRFIELD	466	2	2	71	88	93	92	94	93	84	90	81	77	81	9.4	10	15	74	62	3	10	33	23	19	9	3	4.8	13	12						
FARMINGTON	231	4	2	71	88	92	93	94	94	86	87	79	85	79	9.5	6	9	85	65	0	3	13	21	36	18	9	5.8	3	27						
FRANKLIN	23	5	3	52	91	87	87	91	96	83	91	83	83	83	9.3	9	9	83	63	9	0	22	22	22	22	4	5.3	9	26						
GLASTONBURY	365	4	2	73	84	92	92	90	91	83	90	79	76	78	9.3	11	12	77	62	4	7	22	24	21	18	5	5.2	10	23						
GRANBY	139	4	2	56	87	92	86	93	95	86	87	77	80	80	9.3	10	14	76	63	1	8	29	16	23	14	9	5.3	9	23						
GREENWICH	401	2	2	65	85	85	90	88	86	76	81	71	69	72	8.7	18	13	69	60	2	4	25	26	26	11	7	5.3	5	18						
GRISWOLD	139	4	6	50	76	76	83	85	82	71	68	64	57	63	7.7	27	23	50	54	3	16	37	26	13	5	1	4.5	19	6						
GROTON	466	3	4	64	83	86	88	87	85	69	72	58	55	62	8.1	30	15	54	55	18	15	35	12	14	4	1	4.0	34	5						
GUILFORD	263	4	2	65	88	90	89	88	88	84	86	77	76	80	9.1	9	11	80	63	4	13	32	24	20	6	1	4.6	17	7						
HAMDEN	387	2	4	61	86	87	87	88	83	78	80	73	69	68	8.6	24	15	62	58	4	12	32	23	19	7	3	4.7	16	10						
HAMPTON	19	5	4	63	89	95	95	95	100	89	95	68	58	68	9.2	11	16	74	61	11	0	42	16	21	5	5	4.7	11	11						

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CONNECTICUT MASTERY TESTING PROGRAM

STATE BY DISTRICT REPORT

LANGUAGE ARTS GRADE 6

TEST DATE: 09/91

	OBJECTIVES TESTED													TOTAL LANGUAGE ARTS			DEGREES OF READING POWER (DRP)			WRITING SAMPLE									
	WRITING MECHANICS				STUDY SKILLS		LISTENING COMPREHENSION		READING COMPREHENSION																			
	capitalization and punctuation	spelling (words/homonyms/abbreviations)	agreement	tone	locating information	notetaking and outlining	literal	inferential and evaluative	literal	inferential	evaluative			Average Number of Objectives Mastered	Below 50 (% Needing Further Diagnosis)	50-55	56+ (% Meeting State Goal)	Average DRP Score	2	3	4	5	6	7	8	Average Holistic Score	% of Students Needing Further Diagnosis	% of Students Meeting State Goal
MASTERY CRITERIA (NUMBER CORRECT/NUMBER POSSIBLE)	9/12	7/9	11/15	3/4	8/11	3/5	4/6	10/14	6/8	10/14	10/14																	
DISTRICT	NUMBER TESTED	TOC	ERG	SCORES REPRESENT THE PERCENT OF STUDENTS MASTERING EACH OBJECTIVE																										
HARTFORD	1711	1	7	32	69	45	65	58	47	40	36	36	26	26	4.8	62	18	20	46	19	18	33	16	11	2	1	3.9	37	3
HARTLAND	19	6	3	58	95	68	74	74	95	74	74	53	58	53	7.7	37	5	58	55	0	16	26	32	11	16	0	4.8	16	16
HEBRON	95	5	2	72	82	91	94	93	93	81	91	79	76	86	9.4	10	16	74	61	1	13	34	27	20	4	1	4.7	14	5
KENT	24	6	4	61	83	96	96	87	96	87	74	70	78	83	9.1	8	21	71	61	0	0	26	26	30	13	4	5.4	0	17
KILLINGLY	219	6	6	53	75	75	80	84	81	73	75	56	47	54	7.5	32	16	52	55	5	12	39	18	19	5	2	4.6	17	7
LEBANON	87	6	4	64	79	94	87	90	86	86	88	76	72	70	9.0	14	12	74	61	2	5	32	18	24	15	5	5.2	7	20
LEDYARD	225	4	2	68	88	93	88	94	95	82	82	79	74	74	9.2	13	11	76	61	4	8	35	21	19	11	3	4.9	12	14
LISBON	46	4	5	56	78	84	89	91	93	74	76	71	71	71	8.6	15	13	72	61	0	17	28	30	20	4	0	4.7	17	4
LITCHFIELD	84	6	3	71	89	94	96	96	92	89	92	87	79	86	9.7	2	7	90	68	1	14	20	33	18	10	4	5.0	15	13
MADISON	222	5	2	70	86	92	89	89	91	89	86	82	73	81	9.3	10	10	80	62	3	13	33	21	19	9	1	4.7	16	11
MANCHESTER	485	3	4	70	85	91	92	89	87	82	81	74	71	77	9.0	10	14	77	61	4	12	29	20	22	9	5	4.9	15	14
MANSFIELD	116	6	4	63	81	86	92	83	89	86	83	72	75	73	8.8	13	11	76	63	2	5	22	22	26	14	9	5.4	7	23
MARLBOROUGH	88	5	2	81	89	91	91	90	89	75	90	77	80	72	9.2	10	10	79	61	2	15	23	29	15	10	6	4.9	17	16
MERIDEN	545	3	6	46	76	67	79	72	73	66	64	52	45	48	6.9	30	17	52	55	7	13	31	23	17	6	3	4.6	20	9
MIDDLETOWN	334	3	6	58	84	68	74	76	70	63	64	52	48	46	7.0	34	16	50	54	3	16	38	19	17	5	3	4.6	19	8
MILFORD	475	3	4	72	86	86	88	90	85	82	86	72	63	66	8.8	20	19	62	58	6	11	30	21	23	7	3	4.8	17	10
MONROE	213	4	2	72	88	91	93	92	88	79	81	77	67	79	9.1	16	20	64	58	8	10	32	23	16	9	2	4.7	17	12
MONTVILLE	211	4	5	58	86	88	86	91	80	75	73	65	62	62	8.3	18	17	64	60	6	10	33	24	17	8	3	4.7	16	10
NAUGATUCK	373	2	6	67	76	83	88	88	82	76	69	63	59	63	8.2	27	21	52	55	8	13	34	18	17	7	2	4.5	21	10
NEW BRITAIN	499	3	6	42	76	58	71	67	60	53	49	41	33	33	5.9	52	19	29	48	21	27	32	13	6	1	0	3.6	48	1
NEW CANAAN	171	2	1	73	82	91	89	90	90	84	84	78	75	73	9.1	7	11	82	64	9	9	26	18	19	11	8	5.0	18	19
NEW FAIRFIELD	190	4	2	63	80	86	86	88	89	78	73	83	75	75	8.8	15	15	70	60	5	7	36	19	18	12	2	4.8	12	14
NEW HARTFORD	78	5	3	62	82	90	90	96	91	83	88	67	78	78	9.1	10	14	76	62	8	9	25	17	16	13	12	5.1	17	25
NEW HAVEN	1260	1	7	33	75	48	67	61	53	45	38	32	26	28	5.1	65	14	21	45	20	19	34	14	10	3	1	3.9	39	3
NEWINGTON	272	2	3	72	91	89	86	89	89	76	83	72	67	63	8.8	14	19	67	60	5	16	34	18	17	8	2	4.6	21	10
NEW LONDON	206	3	6	44	79	61	68	74	63	52	53	51	39	39	6.2	51	17	31	49	6	17	38	14	15	3	6	4.5	23	9
NEW MILFORD	308	5	4	61	86	87	90	88	89	70	81	71	69	77	8.7	18	18	65	58	2	6	19	24	27	16	7	5.4	7	23
NEWTOWN	269	5	2	64	86	91	91	91	93	87	91	78	80	84	9.4	7	13	80	63	3	7	19	26	25	16	4	5.3	10	20

CONNECTICUT MASTERY TESTING PROGRAM

STATE BY DISTRICT REPORT

LANGUAGE ARTS GRADE 6

TEST DATE: 09/91

				OBJECTIVES TESTED												TOTAL LANGUAGE ARTS	DEGREES OF READING POWER (DRP)				WRITING SAMPLE															
				WRITING MECHANICS				STUDY SKILLS		LISTENING COMPREHENSION		READING COMPREHENSION																								
				capitalization and punctuation	spelling (words/homonyms/abbreviations)	agreement	tone	locating information	notetaking and outlining	literal	inferential and evaluative	literal	inferential	evaluative		Average Number of Objectives Mastered	Below 50 (% Needing Further Diagnosis)	50-55	56+ (% Meeting State Goal)	Average DRP Score	2	3	4	5	6	7	8	Average Holistic Score	% of Students Needing Further Diagnosis					% of Students Meeting State Goal			
MASTERY CRITERIA (NUMBER CORRECT/NUMBER POSSIBLE)				9/12	7/9	11/15	3/4	8/11	3/5	4/6	10/14	6/8	10/14	10/14																						
DISTRICT	NUMBER TESTED	TOC	ERG	SCORES REPRESENT THE PERCENT OF STUDENTS MASTERING EACH OBJECTIVE																																
NORFOLK	13	6	4	62	92	77	77	85	92	77	77	77	69	69		8.5	15	15	69	61	0	8	23	31	23	15	0	5.2	8	15					
NORTH BRANFORD	173	4	3	59	80	86	91	89	90	78	83	61	61	65		8.4	14	15	71	60	2	1	20	25	27	18	8	5.6	2	25					
NORTH CANAAN	33	6	4	52	88	85	91	91	81	75	72	67	73	70		8.4	9	24	67	60	0	15	30	33	12	6	3	4.7	15	9					
NORTH HAVEN	214	2	3	71	85	86	94	93	91	75	78	76	76	77		9.0	9	21	69	61	2	12	36	26	16	6	2	4.7	15	8					
NORTH STONINGTON	75	5	3	71	83	92	87	92	95	76	91	70	76	74		9.1	15	13	72	60	9	13	33	25	15	3	1	4.4	23	4					
NORWALK	655	3	6	51	77	71	80	74	69	63	59	55	50	47		7.0	41	19	40	52	15	15	34	19	12	4	1	4.1	31	5					
NORWICH	401	3	6	69	80	85	90	92	84	69	78	66	65	65		8.4	22	13	65	58	1	6	23	21	26	16	8	5.4	7	23					
OLD SAYBROOK	98	5	4	57	79	92	86	92	96	85	89	75	70	74		9.0	11	15	73	61	5	7	46	21	15	5	0	4.5	12	5					
ORANGE	149	2	1	77	92	95	95	100	96	88	90	88	80	83		9.8	7	11	82	64	3	8	22	24	26	10	7	5.2	11	17					
OXFORD	130	5	3	62	86	88	88	88	89	78	81	68	64	70		8.7	15	17	68	60	5	18	32	25	12	8	1	4.5	23	8					
PLAINFIELD	193	6	6	58	77	77	79	84	75	71	68	62	56	63		7.7	27	21	51	55	11	15	31	18	19	6	1	4.4	25	7					
PLAINVILLE	175	4	5	63	83	85	88	89	85	80	74	62	63	63		8.4	16	19	65	58	3	8	30	21	24	11	2	5.0	11	14					
PLYMOUTH	132	2	5	68	86	88	86	89	86	77	85	73	63	63		8.6	20	18	62	58	1	7	29	28	21	7	8	5.1	8	15					
POMFRET	52	6	4	48	88	87	87	92	83	87	85	75	79	73		8.8	21	15	63	60	8	10	40	15	13	8	6	4.6	17	13					
PORTLAND	93	5	4	75	88	86	91	86	90	75	82	70	71	74		8.9	12	12	76	62	10	6	23	33	14	12	2	4.8	16	14					
PRESTON	45	4	5	58	91	91	76	89	93	82	84	73	67	64		8.7	22	13	64	57	7	13	40	16	13	7	4	4.5	20	11					
PUTNAM	110	6	6	61	73	78	85	85	77	60	67	63	56	54		7.6	19	22	59	57	8	13	29	28	13	5	5	4.6	21	9					
REDDING	115	5	1	69	84	92	93	94	90	94	93	87	82	83		9.6	9	4	87	65	3	4	21	28	26	12	6	5.3	7	18					
RIDGEFIELD	260	5	1	80	91	97	92	97	95	91	90	83	83	85		9.8	8	9	83	64	2	7	28	24	22	9	7	5.2	9	17					
ROCKY HILL	124	4	4	76	91	90	90	92	92	81	88	74	72	80		9.3	12	10	77	62	2	19	41	22	6	8	2	4.5	20	10					
SALEM	59	5	4	73	81	93	90	93	88	88	95	76	68	80		9.3	8	8	83	63	5	20	24	17	20	8	5	4.7	25	14					
SALISBURY	38	6	4	47	82	87	92	95	92	84	84	68	74	82		8.9	11	11	79	63	0	3	37	13	13	24	11	5.5	3	34					
SCOTLAND	12	6	5	67	92	92	100	92	83	92	75	92	75	75		9.3	8	17	75	63	0	8	17	17	17	25	17	5.8	8	42					
SEYMOUR	134	5	5	74	90	90	86	94	90	82	86	74	68	74		9.1	14	17	69	60	0	7	19	35	22	12	4	5.2	7	16					
SHARON	19	6	4	63	100	95	100	89	89	68	95	84	58	79		9.2	5	16	79	60	0	21	21	26	16	5	11	4.9	21	16					
SHELTON	401	3	3	66	88	87	88	91	88	79	77	70	64	70		8.7	16	17	67	59	4	8	27	24	23	9	4	5.0	13	13					
SHERMAN	26	6	2	92	69	100	92	88	96	81	77	85	77	81		9.4	8	12	81	61	4	0	31	27	23	15	0	5.1	4	15					
SIMSBURY	295	4	1	78	86	95	95	94	96	90	93	86	85	87		9.8	3	8	88	67	3	7	28	23	27	9	3	5.0	10	12					

CONNECTICUT MASTERY TESTING PROGRAM

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LANGUAGE ARTS GRADE 6

TEST DATE: 09/91

				OBJECTIVES TESTED										TOTAL LANGUAGE ARTS	DEGREES OF READING POWER (DRP)			WRITING SAMPLE									
				WRITING MECHANICS				STUDY SKILLS		LISTENING COMPREHENSION		READING COMPREHENSION													
				capitalization and punctuation	spelling (words/homonyms/abbreviations)	agreement	tone	locating information	notetaking and outlining	literal	inferential and evaluative	literal	inferential	evaluative	Average Number of Objectives Mastered	Below 50 (% Needing Further Diagnosis)	50-55	56+ (% Meeting State Goal)	Average DRP Score	2	3	4	5	6	7	8	Average Holistic Score	% of Students Needing Further Diagnosis	% of Students Meeting State Goal
MASTERY CRITERIA (NUMBER CORRECT/NUMBER POSSIBLE)				9/12	7/9	11/15	3/4	8/11	3/5	4/6	10/14	6/8	10/14	10/14															
DISTRICT	NUMBER TESTED	TOC	ERG	SCORES REPRESENT THE PERCENT OF STUDENTS MASTERING EACH OBJECTIVE																									
SOMERS	107	4	3	55	85	86	82	86	82	79	79	70	56	70	8.3	13	18	69	61	2	5	22	32	26	9	4	5.2	7	13
SOUTHINGTON	462	3	5	65	91	90	90	92	91	84	85	75	73	78	9.2	10	12	78	62	0	1	16	23	28	21	11	5.9	1	32
SOUTH WINDSOR	309	2	2	72	86	90	93	92	93	83	87	79	75	78	9.3	9	14	77	62	1	8	26	19	24	15	6	5.3	9	21
SPRAGUE	16	4	5	88	88	94	94	94	100	69	88	56	75	94	9.4	6	25	69	61	0	0	25	44	25	6	0	5.1	0	6
STAFFORD	145	5	5	48	79	85	81	79	77	62	78	64	56	62	7.8	18	19	63	58	8	10	35	25	13	6	2	4.5	18	9
STAMFORD	788	1	6	48	75	66	80	73	71	61	57	56	48	47	6.9	38	17	45	53	10	16	28	24	13	6	3	4.4	26	9
STERLING	53	6	5	66	83	83	87	91	92	83	89	75	64	77	8.9	25	9	66	57	2	6	21	25	17	21	9	5.5	8	30
STONINGTON	166	4	5	59	86	86	89	90	92	78	78	75	75	75	8.9	14	16	70	60	1	13	32	27	18	8	2	4.8	14	10
STRATFORD	452	2	5	72	85	88	92	90	87	75	79	70	67	71	8.8	16	18	66	60	3	5	32	23	22	10	5	5.0	9	15
SUFFIELD	128	4	3	72	80	91	91	93	91	80	80	80	75	77	9.1	7	16	77	62	2	4	30	27	23	9	5	5.1	6	14
THOMASTON	84	4	5	59	89	79	78	85	86	74	70	66	58	61	8.1	27	13	60	56	8	4	24	24	22	17	1	5.0	12	18
THOMPSON	93	6	6	45	65	84	78	82	78	74	78	61	56	56	7.6	22	17	61	57	0	8	24	33	15	17	3	5.2	8	20
TOLLAND	190	5	3	68	90	92	88	95	94	90	93	79	77	83	9.5	6	9	84	65	1	4	18	21	25	19	12	5.7	4	31
TORRINGTON	304	3	6	65	80	86	91	89	92	61	75	67	64	64	8.4	12	17	70	61	2	14	29	20	21	10	4	4.9	16	14
TRUMBULL	384	2	2	68	90	90	92	90	90	86	83	71	73	68	9.0	15	15	70	61	6	9	35	23	22	4	2	4.6	15	5
UNION	5	6	5	80	60	100	60	100	100	100	100	80	80	60	9.2	0	0	100	61	0	0	40	60	0	0	0	4.6	0	0
VERNON	278	3	4	74	92	88	88	90	91	84	88	77	69	76	9.2	12	16	73	61	3	7	24	25	29	8	3	5.1	10	11
VOLUNTOWN	28	6	5	50	89	82	93	82	82	79	75	71	68	68	8.4	21	25	54	56	7	21	29	18	25	0	0	4.3	29	0
WALLINGFORD	414	3	5	59	87	88	92	90	87	76	78	70	63	68	8.6	17	19	64	59	15	16	34	18	12	4	1	4.1	31	5
WATERBURY	896	1	6	46	77	58	71	68	64	54	45	38	33	35	5.9	48	21	31	50	6	12	28	24	19	8	3	4.7	18	11
WATERFORD	178	4	4	72	79	90	86	90	92	81	84	72	71	75	8.9	15	14	71	60	7	17	31	19	16	7	3	4.5	25	10
WATERTOWN	233	2	5	77	89	94	91	96	91	75	84	81	76	80	9.3	7	13	80	62	3	7	20	23	29	12	6	5.3	10	18
WESTBROOK	48	6	4	90	88	94	92	96	92	88	94	88	75	81	9.8	8	10	81	63	8	19	40	17	10	6	0	4.2	27	6
WEST HARTFORD	546	2	2	63	84	89	91	88	86	84	86	79	76	76	9.0	11	11	79	63	4	6	28	22	26	9	6	5.1	10	15
WEST HAVEN	422	2	6	57	86	85	86	89	85	67	75	68	61	61	8.2	15	20	66	59	1	11	34	23	22	7	2	4.8	12	9
WESTON	109	5	1	85	91	97	95	94	94	93	94	89	83	84	10.0	6	9	84	64	4	9	32	22	18	13	2	4.9	13	15
WESTPORT	237	3	1	62	84	95	95	92	94	81	83	81	83	82	9.3	11	8	82	63	1	4	13	19	36	18	9	5.8	5	27
WETHERSFIELD	224	2	3	66	86	89	90	88	86	78	82	70	66	65	8.6	11	17	72	61	1	12	25	18	27	9	7	5.1	13	16

CONNECTICUT MASTERY TESTING PROGRAM

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TEST DATE: 09/91

DISTRICT	NUMBER TESTED	TOC	ERG	Writing Mechanics: capitalization and punctuation	Writing Mechanics: spelling (words/homonyms/abbreviations)	Writing Mechanics: agreement	Writing Mechanics: tone	Study Skills: locating information	Study Skills: notetaking and outlining	Listening Comprehension: literal	Listening Comprehension: inferential and evaluative	Reading Comprehension: literal	Reading Comprehension: inferential	Reading Comprehension: evaluative	Total Language Arts: Average Number of Objectives Mastered	Degrees of Reading Power (DRP): Below 50 (% Needing Further Diagnosis)	Degrees of Reading Power (DRP): 50-55	Degrees of Reading Power (DRP): 56+ (% Meeting State Goal)	Degrees of Reading Power (DRP): Average DRP Score	Writing Sample: 2	Writing Sample: 3	Writing Sample: 4	Writing Sample: 5	Writing Sample: 6	Writing Sample: 7	Writing Sample: 8	Writing Sample: Average Holistic Score	Writing Sample: % of Students Needing Further Diagnosis	Writing Sample: % of Students Meeting State Goal
MASTERY CRITERIA (NUMBER CORRECT/NUMBER POSSIBLE)				9/12	7/9	11/15	3/4	8/11	3/5	4/6	10/14	6/8	10/14	10/14															
				SCORES REPRESENT THE PERCENT OF STUDENTS MASTERING EACH OBJECTIVE																									
WILLINGTON	67	5	4	49	76	88	81	87	82	85	89	79	56	74	8.5	14	8	79	61	6	10	19	18	27	15	4	5.1	16	19
WILTON	198	4	1	71	91	93	91	92	91	82	91	86	84	83	9.6	9	9	82	63	1	8	27	20	24	17	5	5.3	8	22
WINCHESTER	134	6	5	46	79	80	79	84	84	81	63	50	50	58	7.5	33	23	44	54	16	29	37	10	5	1	1	3.7	46	2
WINDHAM	240	6	6	42	62	61	74	72	72	49	55	51	46	46	6.4	46	18	36	50	12	16	38	14	11	5	4	4.3	28	10
WINDSOR	325	2	4	58	81	88	93	88	81	76	75	72	65	63	8.4	17	17	66	59	4	11	28	22	18	10	7	5.0	15	16
WINDSOR LOCKS	97	4	5	57	81	88	83	83	82	76	72	55	59	58	8.0	19	20	61	58	2	8	22	26	19	17	6	5.3	10	23
WOLCOTT	187	2	5	74	89	86	89	90	88	84	85	72	67	72	9.0	14	15	71	60	4	12	37	18	20	5	4	4.7	16	9
WOODBRIDGE	92	4	1	74	85	96	95	93	87	89	92	76	72	70	9.3	10	12	78	62	5	8	34	21	23	8	2	4.8	13	10
WOODSTOCK	79	6	3	66	73	87	90	89	95	76	90	85	78	78	9.1	10	16	73	61	5	13	37	24	14	5	3	4.5	18	8
REGIONAL SCH 6	73	6	4	66	84	92	92	99	89	81	93	84	70	73	9.2	14	14	72	61	0	3	16	12	36	27	5	5.8	3	33
REGIONAL SCH 10	174	5	3	63	79	91	95	93	94	90	89	79	78	80	9.3	7	13	80	63	2	12	22	25	25	10	3	5.0	14	13
REGIONAL SCH 12	65	6	2	78	86	95	89	97	92	86	92	68	68	78	9.3	11	17	72	61	0	0	11	18	25	28	18	6.2	0	46
REGIONAL SCH 13	113	5	3	53	83	85	93	93	93	77	87	68	65	71	8.7	13	19	67	60	6	14	42	17	13	5	3	4.4	20	8
REGIONAL SCH 14	117	4	2	72	86	85	85	88	89	82	85	65	64	63	8.6	21	19	61	57	2	11	32	14	26	8	6	5.0	13	14
REGIONAL SCH 15	228	4	3	70	83	93	94	95	95	87	91	81	80	80	9.5	10	9	81	63	3	8	27	24	21	13	4	5.1	11	18
REGIONAL SCH 16	135	4	5	63	80	83	83	88	89	79	74	75	64	65	8.4	19	18	63	58	9	7	40	20	14	7	2	4.5	16	10
REGIONAL SCH 17	149	6	3	72	79	95	88	94	95	87	91	82	76	82	9.4	7	13	81	63	1	11	25	34	17	10	3	4.9	12	13
REGIONAL SCH 18	98	6	2	68	82	93	94	94	88	86	79	77	66	66	8.9	17	12	70	61	7	12	37	17	15	9	2	4.6	19	11

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CONNECTICUT MASTERY TESTING PROGRAM

STATE BY DISTRICT REPORT

LANGUAGE ARTS GRADE 6

	OBJECTIVES TESTED																TOTAL LANGUAGE ARTS			DEGREES OF READING POWER (DRP)			WRITING SAMPLE												
	WRITING MECHANICS				STUDY SKILLS		LISTENING COMPREHENSION		READING COMPREHENSION																									
	capitalization and punctuation	spelling (words/homonyms/abbreviations)	agreement	tone	locating information	notetaking and outlining	literal	inferential and evaluative	literal	inferential	evaluative						Average Number of Objectives Mastered			Below 50 (% Needing Further Diagnosis)	50-55	56+ (% Meeting State Goal)	Average DRP Score	2	3	4	5	6	7	8	Average Holistic Score	% of Students Needing Further Diagnosis		% of Students Meeting State Goal	
MASTERY CRITERIA (NUMBER CORRECT/NUMBER POSSIBLE)	9/12		7/9		11/15	3/4	8/11	3/5	4/6	10/14	6/8		10/14	10/14																			
DISTRICT	NUMBER TESTED	TOC	ERG	SCORES REPRESENT THE PERCENT OF STUDENTS MASTERING EACH OBJECTIVE																														
TOC 1 TOTAL	6097			38	74	51	69	62	55	49	41	38	30	30	5.4	56	18	26	47	14	16	32	19	13	4	2	4.2	30	5				
TOC 2 TOTAL	6977			67	85	88	90	90	87	78	81	74	70	71	8.8	15	16	70	61	4	10	31	22	21	9	4	4.9	13	13				
TOC 3 TOTAL	7677			60	83	80	85	85	81	71	73	64	59	61	8.0	25	16	59	57	8	12	29	20	19	8	4	4.7	20	12				
TOC 4 TOTAL	6421			67	85	90	89	91	90	82	83	76	73	75	9.0	13	13	74	61	4	8	28	24	21	11	4	5.0	12	15				
TOC 5 TOTAL	3755			66	85	89	89	90	90	82	86	74	71	76	9.0	12	14	74	61	4	9	28	23	20	11	5	5.0	13	15				
TOC 6 TOTAL	2622			61	79	84	86	87	85	77	79	69	64	68	8.4	20	16	64	59	5	11	30	21	17	10	5	4.8	17	15				
ERG 1 TOTAL	2068			75	88	95	93	94	94	86	89	84	82	82	9.6	8	9	83	64	3	7	24	23	25	13	6	5.2	10	19				
ERG 2 TOTAL	5670			69	86	90	91	91	90	83	86	77	75	77	9.2	12	13	76	61	4	8	28	23	22	11	4	5.0	11	15				
ERG 3 TOTAL	3824			66	84	90	90	91	90	81	84	74	71	74	9.0	12	15	73	61	4	10	28	24	20	10	4	4.9	14	14				
ERG 4 TOTAL	5015			66	85	88	89	89	87	79	82	72	68	72	8.8	17	15	68	60	5	10	29	21	21	10	4	4.9	15	14				
ERG 5 TOTAL	4404			63	85	87	88	90	87	77	80	70	66	70	8.6	16	17	67	60	5	9	29	23	19	10	4	4.9	15	14				
ERG 6 TOTAL	8155			54	78	72	81	79	75	64	64	57	51	52	7.3	32	18	49	54	7	14	31	21	17	7	3	4.6	21	10				
ERG 7 TOTAL	4413			35	73	47	67	59	51	45	37	36	27	27	5.1	61	18	21	46	16	17	34	18	12	3	1	4.0	33	4				
STATE TOTAL	33549			60	82	80	85	84	81	72	73	65	61	63	8.1	24	16	60	57	7	11	29	22	19	9	4	4.8	18	12				

APPENDIX J

Type of Community Classifications

Type of Community

TOC 1 = LARGE CITY - a town with a population of more than 100,000.

TOC 2 = FRINGE CITY - a town contiguous with a large city and with a population over 10,000.

TOC 3 = MEDIUM CITY - a town with a population between 25,000 and 100,000 and not a Fringe City.

TOC 4 = SMALL TOWN (Suburban) - a town within an SMSA* with a population of less than 25,000, not a Fringe City.

TOC 5 = SMALL TOWN (Emerging Suburban) - a town with a population of less than 25,000 included in what was a proposed 1980 SMSA but not included in a 1970 SMSA.

TOC 6 = SMALL TOWN (Rural) - a town not included in an SMSA, with a population of less than 25,000.

*Standard Metropolitan Statistical Area

APPENDIX K

Education Reference Group Descriptions

Education Reference Group Descriptions

The education reference groups were formed from an analysis of districts' median family income, a percentage of high school graduates, a percentage of those in managerial/professional occupations, a percentage of single-parent families, a percentage of those below poverty and a percentage of non-English home language from the 1980 census. The groups have not been named, but have been labeled I through VII. Note, however, that the groups run from extremely affluent suburban communities (I) to our three largest cities of Hartford, Bridgeport and New Haven (VII). Some differ widely with respect to all of the family background variables; others differ slightly with respect to one or two. In addition to the six variables used to classify districts, the group descriptions below also include superintendents' comments that were provided in a Department survey in 1988.

Group I. These 13 districts were wealthy, professional suburbs. The median family income in 1979 averaged $40,425. Residents were extremely well educated. Nearly 90% had at least a high school diploma, 42% had a bachelor's degree and 49% had a managerial or professional job. There were relatively few children with educational disadvantages here. Only 7% of the families were single-parent, about 8% spoke a language other than English at home and almost no one (2%) lived in poverty. Superintendents within these towns used the adjectives "suburban," "affluent," "growing" and "bedroom community" to describe them.

Group II. Residents in the 29 districts of Group II were affluent, well-educated professionals, but to a lesser extent than residents of Group I. The median family income averaged $28,113, more than 83% of the residents had high school diplomas, 29% had a college degree and 36% had a managerial or professional job. Like Group I, this group had a low percentage of people who spoke another language at home (8%), almost no one in poverty (2%) and relatively few single-parent families (9%). Like the superintendents in Group I, superintendents from these towns described their communities as "affluent," "bedroom communities," "growing" and "suburban."

Group III. These 34 districts were mostly rural bedroom communities. Like Groups I and II, these towns did not have many disadvantaged children. There were only 7% who spoke a language other than English at home, only 7% who were from single-parent families and only 3% who were poor. Adults were slightly less affluent (median family income of $24,431), less likely to have a high school diploma (77%) and less likely to have a managerial or professional job (28%) than people in Group II. Like the previous two groups, these towns were described by superintendents as "suburban," "growing" and "bedroom communities." Several superintendents used "rural" and "middle class" (as well as "affluent") to describe their communities.

Group IV. This group of 37 districts was probably the most diverse set of towns, containing a number of coastal and resort communities, as well as rural and suburban areas. Group IV was similiar to Group III in median family income ($22,609), percentage of high school graduates (77%), percentage of managers/professionals (29%) and percentage of non-English home language (7%), but had a significantly higher percentage of single-parent families (12% versus 7%) and a slightly higher percentage of families below poverty (5% versus 3%). Superintendents' descriptions reflect this group's diversity. They describe their towns as "bedroom," "growing," "rural," "suburban," "middle income" and "affluent."

Group V. These 30 districts made up the first group of working class/blue collar communities. This group had a significantly lower percentage of high school graduates (68%) and percentage of managers/professionals (19%) than Group IV. Other characteristics were similar to Group IV: the average income was $21,920, there were 11% single-parent families, 5% below poverty and 9% of the population spoke a language other than English at home.

Group VI. This group of 23 districts included the state's medium-sized cities, the larger cities of Stamford and Waterbury, several former mill towns and some densely populated blue collar suburbs. Group VI had similar socioeconomic characteristics as Group V, but significantly greater proportions of single-parent families and families in which English was not the primary home language. The median family income of $20,325 was below the state average. An average of 16% of the residents spoke another language at home and 17% of the families were headed by single parents. Only 63% of the residents had high school diplomas, and 6% lived below poverty level.

Group VII. Hartford, Bridgeport and New Haven were vastly different from other communities in Connecticut. An average of 28% of the families spoke a language other than English, 46% were headed by single parents, 20% lived in poverty and the median family income was $15,240.

APPENDIX L

Student Participation Rates

PARTICIPATION RATES FOR SIXTH-GRADE STUDENTS BY DISTRICT
SCHOOL YEAR 1991-1992

DISTRICT	TOTAL SIXTH-GRADE POPULATION	STUDENTS ELIGIBLE FOR TESTING	PERCENT OF STUDENT POP EXEMPT FROM TESTING	PERCENT OF ELIGIBLE STUDENTS TESTED			
				MATHEMATICS	LANGUAGE ARTS	WRITING	READING
ANDOVER	29	28	3.4	96.4	100.0	100.0	100.0
ANSONIA	178	167	6.2	99.4	97.0	96.4	97.0
ASHFORD	53	49	7.5	100.0	100.0	100.0	100.0
AVON	180	176	2.2	100.0	100.0	100.0	100.0
BARKHAMSTED	48	46	4.2	97.8	100.0	100.0	100.0
BERLIN	202	192	5.0	100.0	100.0	99.5	99.5
BETHANY	61	60	1.6	100.0	100.0	100.0	100.0
BETHEL	238	227	4.6	100.0	100.0	100.0	100.0
BLOOMFIELD	188	168	10.6	100.0	99.4	99.4	100.0
BOLTON	65	64	1.5	98.4	96.9	93.8	96.9
BOZRAH	29	28	3.4	100.0	100.0	96.4	96.4
BRANFORD	248	245	1.2	100.0	100.0	100.0	99.6
BRIDGEPORT	1,554	1,449	6.8	99.5	98.8	96.7	97.9
BRISTOL	593	571	3.7	99.5	99.5	99.3	99.6
BROOKFIELD	180	177	1.7	100.0	100.0	94.4	100.0
BROOKLYN	103	96	6.8	100.0	99.0	99.0	99.0
CANAAN	15	14	6.7	100.0	92.9	92.9	92.9
CANTERBURY	90	89	1.1	100.0	98.9	98.9	98.9
CANTON	95	91	4.2	98.9	98.9	97.8	97.8
CHAPLIN	37	37	.0	100.0	100.0	100.0	100.0
CHESHIRE	336	335	.3	100.0	100.0	100.0	100.0
CHESTER	39	36	7.7	100.0	100.0	97.2	94.4
CLINTON	181	174	3.9	99.4	100.0	99.4	100.0
COLCHESTER	151	142	6.0	100.0	98.6	96.5	98.6
COLEBROOK	15	15	.0	100.0	100.0	100.0	100.0
COLUMBIA	51	51	.0	100.0	98.0	96.1	98.0
CORNWALL	18	16	11.1	100.0	100.0	93.8	100.0
COVENTRY	150	148	1.3	99.3	99.3	99.3	98.6
CROMWELL	125	122	2.4	100.0	100.0	98.4	100.0
DANBURY	596	531	10.9	99.8	99.4	98.9	99.2
DARIEN	205	201	2.0	100.0	100.0	100.0	100.0
DEEP RIVER	43	43	.0	100.0	100.0	100.0	100.0
DERBY	92	86	6.5	100.0	100.0	98.8	100.0
EASTFORD	17	17	.0	100.0	100.0	100.0	100.0
EAST GRANBY	45	45	.0	100.0	100.0	100.0	100.0
EAST HADDAM	95	95	.0	100.0	100.0	100.0	100.0
EAST HAMPTON	160	156	2.5	100.0	100.0	97.4	100.0
EAST HARTFORD	453	393	13.2	99.2	100.0	99.2	99.0
EAST HAVEN	257	234	8.9	98.7	99.6	97.4	97.4
EAST LYME	190	189	.5	100.0	100.0	99.5	99.5
EASTON	66	65	1.5	100.0	100.0	100.0	100.0
EAST WINDSOR	74	72	2.7	98.6	100.0	100.0	100.0
ELLINGTON	164	149	9.1	100.0	96.6	96.0	96.0
ENFIELD	442	421	4.8	100.0	99.3	99.3	98.8
ESSEX	58	57	1.7	98.2	98.2	100.0	98.2
FAIRFIELD	485	466	3.9	100.0	100.0	100.0	100.0
FARMINGTON	237	232	2.1	100.0	99.6	99.6	99.6
FRANKLIN	25	23	8.0	100.0	100.0	100.0	100.0
GLASTONBURY	367	365	.5	100.0	100.0	100.0	99.7
GRANBY	142	139	2.1	100.0	99.5	97.5	98.6
GREENWICH	443	402	9.3	100.0	98.6	98.6	99.8
GRISWOLD	150	141	6.0	99.8	99.8	99.6	98.6
GROTON	476	467	1.9	100.0	100.0	99.6	99.6
GUILFORD	263	263	.0				100.0

PARTICIPATION RATES FOR SIXTH-GRADE STUDENTS BY DISTRICT
SCHOOL YEAR 1991-1992

DISTRICT	TOTAL SIXTH-GRADE POPULATION	STUDENTS ELIGIBLE FOR TESTING	PERCENT OF STUDENT POP EXEMPT FROM TESTING	PERCENT OF ELIGIBLE STUDENTS TESTED			
				MATHEMATICS	LANGUAGE ARTS	WRITING	READING
HAMDEN	403	387	4.0	100.0	100.0	98.7	99.7
HAMPTON	19	19	.0	100.0	100.0	100.0	100.0
HARTFORD	1,958	1,748	10.7	97.7	97.8	94.3	97.0
HARTLAND	20	19	5.0	100.0	100.0	100.0	100.0
HEBRON	103	96	6.8	100.0	99.0	97.9	97.9
KENT	28	26	7.1	96.2	88.5	88.5	92.3
KILLINGLY	227	219	3.5	99.5	100.0	99.1	99.1
LEBANON	94	90	4.3	98.9	96.7	94.4	95.6
LEDYARD	229	225	1.7	100.0	100.0	100.0	100.0
LISBON	51	47	7.8	97.9	97.9	97.9	97.9
LITCHFIELD	91	85	6.6	100.0	98.8	98.8	98.8
MADISON	223	223	.0	99.6	99.6	95.5	99.6
MANCHESTER	505	488	3.4	99.8	99.4	98.0	99.4
MANSFIELD	118	116	1.7	100.0	100.0	100.0	99.1
MARLBOROUGH	89	88	1.1	100.0	100.0	98.9	98.9
MERIDEN	587	546	7.0	100.0	99.8	99.3	99.8
MIDDLETOWN	351	334	4.8	100.0	100.0	99.7	99.7
MILFORD	493	477	3.2	100.0	99.4	97.5	98.7
MONROE	220	214	2.7	100.0	99.5	99.5	99.1
MONTVILLE	211	211	.0	99.5	100.0	99.5	100.0
NAUGATUCK	392	373	4.8	99.7	100.0	98.7	98.9
NEW BRITAIN	607	511	15.8	97.7	97.3	93.5	95.7
NEW CANAAN	173	171	1.2	100.0	100.0	100.0	98.8
NEW FAIRFIELD	195	193	1.0	98.4	98.4	98.4	98.4
NEW HARTFORD	79	78	1.3	100.0	100.0	97.4	100.0
NEW HAVEN	1,385	1,267	8.5	98.5	98.6	94.3	95.8
NEWINGTON	278	272	2.2	100.0	100.0	99.6	100.0
NEW LONDON	226	207	8.4	99.5	99.5	97.1	98.6
NEW MILFORD	323	309	4.3	99.7	99.7	99.7	99.0
NEWTOWN	272	269	1.1	100.0	100.0	100.0	100.0
NORFOLK	15	13	13.3	100.0	100.0	100.0	100.0
NORTH BRANFORD	175	173	1.1	100.0	100.0	100.0	100.0
NORTH CANAAN	36	35	2.8	100.0	94.3	94.3	94.3
NORTH HAVEN	228	214	6.1	99.1	100.0	98.6	99.1
NORTH STONINGTON	77	75	2.6	100.0	100.0	100.0	100.0
NORWALK	705	668	5.2	98.2	98.1	95.4	96.3
NORWICH	438	404	7.8	99.3	99.3	98.3	98.5
OLD SAYBROOK	106	102	3.8	100.0	96.1	96.1	95.1
ORANGE	151	149	1.3	100.0	100.0	99.3	98.0
OXFORD	141	131	7.1	100.0	99.2	99.2	99.2
PLAINFIELD	202	195	3.5	99.0	99.0	99.0	99.0
PLAINVILLE	185	177	4.3	100.0	98.9	98.3	98.9
PLYMOUTH	140	132	5.7	99.2	100.0	98.5	100.0
POMFRET	53	52	1.9	100.0	100.0	100.0	100.0
PORTLAND	96	93	3.1	100.0	100.0	100.0	100.0
PRESTON	47	45	4.3	100.0	100.0	100.0	100.0
PUTNAM	116	111	4.3	100.0	99.1	97.3	99.1
REDDING	115	115	.0	100.0	100.0	100.0	100.0
RIDGEFIELD	265	261	1.5	100.0	99.6	99.2	99.2
ROCKY HILL	128	124	3.1	99.2	100.0	100.0	100.0
SALEM	59	59	.0	100.0	100.0	100.0	100.0
SALISBURY	39	38	2.6	100.0	100.0	100.0	100.0
SCOTLAND	12	12	.0	100.0	100.0	100.0	100.0
SEYMOUR	137	136	.7	99.3	98.5	98.5	98.5

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PARTICIPATION RATES FOR SIXTH-GRADE STUDENTS BY DISTRICT
SCHOOL YEAR 1991-1992

DISTRICT	TOTAL SIXTH-GRADE POPULATION	STUDENTS ELIGIBLE FOR TESTING	PERCENT OF STUDENT POP EXEMPT FROM TESTING	PERCENT OF ELIGIBLE STUDENTS TESTED			
				MATHEMATICS	LANGUAGE ARTS	WRITING	READING
SHARON	23	20	13.0	100.0	95.0	95.0	95.0
SHELTON	426	407	4.5	99.5	98.5	97.5	98.0
SHERMAN	26	26	.0	100.0	100.0	100.0	100.0
SIMSBURY	307	298	2.9	99.7	98.7	98.7	98.7
SOMERS	107	107	.0	100.0	100.0	99.1	100.0
SOUTHINGTON	491	463	5.7	99.6	99.8	99.4	99.6
SOUTH WINDSOR	313	309	1.3	100.0	100.0	99.0	99.4
SPRAGUE	16	16	.0	100.0	100.0	100.0	100.0
STAFFORD	164	146	11.0	99.3	98.6	95.2	97.3
STAMFORD	873	792	9.3	99.5	99.1	96.2	99.0
STERLING	54	53	1.9	100.0	100.0	100.0	100.0
STONINGTON	180	170	5.6	99.4	97.6	97.1	97.6
STRATFORD	457	454	.7	99.1	99.6	99.6	99.3
SUFFIELD	130	129	.8	99.2	99.2	99.2	97.7
THOMASTON	86	85	1.2	98.8	98.8	97.6	97.6
THOMPSON	99	93	6.1	100.0	100.0	100.0	100.0
TOLLAND	190	190	.0	100.0	100.0	100.0	100.0
TORRINGTON	341	313	8.2	100.0	96.8	96.8	96.8
TRUMBULL	387	387	.0	99.5	99.2	99.2	99.2
UNION	6	5	16.7	100.0	100.0	100.0	100.0
VERNON	301	282	6.3	100.0	98.6	97.5	98.6
VOLUNTOWN	28	28	.0	100.0	100.0	100.0	100.0
WALLINGFORD	439	415	5.5	100.0	99.8	99.3	99.8
WATERBURY	993	898	9.6	99.9	99.1	99.1	99.6
WATERFORD	186	178	4.3	100.0	100.0	100.0	100.0
WATERTOWN	255	235	7.8	99.6	99.1	97.9	98.7
WESTBROOK	49	48	2.0	100.0	100.0	100.0	100.0
WEST HARTFORD	573	547	4.5	100.0	99.6	99.3	99.5
WEST HAVEN	475	426	10.3	99.8	99.1	97.9	98.6
WESTON	113	109	3.5	100.0	100.0	100.0	100.0
WESTPORT	243	237	2.5	100.0	100.0	100.0	100.0
WETHERSFIELD	238	224	5.9	99.6	100.0	100.0	100.0
WILLINGTON	74	69	6.8	100.0	97.1	97.1	95.7
WILTON	198	198	.0	100.0	100.0	100.0	100.0
WINCHESTER	143	135	5.6	99.3	99.3	99.3	99.3
WINDHAM	273	246	9.9	100.0	97.6	96.7	97.2
WINDSOR	336	326	3.0	99.7	99.7	99.7	99.7
WINDSOR LOCKS	104	98	5.8	98.0	98.0	98.0	98.0
WOLCOTT	188	188	.0	99.5	99.5	98.9	99.5
WOODBRIDGE	93	92	1.1	100.0	100.0	100.0	98.9
WOODSTOCK	81	79	2.5	100.0	100.0	100.0	100.0
REGIONAL SCH 6	75	73	2.7	100.0	100.0	100.0	98.6
REGIONAL SCH 10	182	176	3.3	98.9	98.9	98.3	98.9
REGIONAL SCH 12	70	65	7.1	100.0	100.0	100.0	100.0
REGIONAL SCH 13	113	113	.0	100.0	100.0	100.0	100.0
REGIONAL SCH 14	119	117	1.7	99.1	100.0	97.4	100.0
REGIONAL SCH 15	241	230	4.6	99.6	98.7	99.1	99.1
REGIONAL SCH 16	135	135	.0	100.0	100.0	100.0	100.0
REGIONAL SCH 17	154	149	3.2	99.3	100.0	100.0	100.0
REGIONAL SCH 18	108	99	8.3	99.0	99.0	99.0	99.0

PARTICIPATION RATES FOR SIXTH-GRADE STUDENTS BY DISTRICT
SCHOOL YEAR 1991-1992

DISTRICT	TOTAL SIXTH-GRADE POPULATION	STUDENTS ELIGIBLE FOR TESTING	PERCENT OF STUDENT POP EXEMPT FROM TESTING	PERCENT OF ELIGIBLE STUDENTS TESTED			
				MATHEMATICS	LANGUAGE ARTS	WRITING	READING
TOC 1 TOTAL	6,763	6,154	9.0	98.8	98.6	95.8	97.6
TOC 2 TOTAL	7,354	6,993	4.9	99.7	99.7	99.1	99.4
TOC 3 TOTAL	8,260	7,742	6.3	99.5	99.1	98.0	98.6
TOC 4 TOTAL	6,614	6,452	2.4	99.7	99.5	99.1	99.3
TOC 5 TOTAL	3,902	3,779	3.2	99.8	99.3	98.5	99.1
TOC 6 TOTAL	2,776	2,645	4.7	99.6	99.1	98.7	98.8
ERG 1 TOTAL	2,109	2,072	1.8	100.0	99.8	99.7	99.4
ERG 2 TOTAL	5,836	5,686	2.6	99.8	99.7	98.9	99.5
ERG 3 TOTAL	3,988	3,845	3.6	99.7	99.4	98.9	99.1
ERG 4 TOTAL	5,236	5,042	3.7	99.8	99.4	98.8	99.2
ERG 5 TOTAL	4,636	4,431	4.4	99.5	99.3	98.7	99.1
ERG 6 TOTAL	8,967	8,225	8.3	99.4	99.0	97.8	98.6
ERG 7 TOTAL	4,897	4,464	8.8	98.5	98.3	95.1	97.0
STATE TOTAL	35,669	33,765	5.3	99.5	99.2	98.1	98.8

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